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ABSTRACT

This catalog provides an overview of all exemplary educational programs approved for national dissemination by Department of Education Review panels and introduces the National Diffusion Network (NDN), its programs, and services to schools. The programs described fall into three categories: (1) active projects; (2) limited activity projects; and (3) projects no longer offering services. The projects are divided into 16 sections and arranged alphabetically by project title; each section groups projects with a common focus. The sections are as follows: Adult Education; Administration/Organizational Arrangements; Alternative Schools/Programs/Bilingual/Migrant; Basic Skills--language Arts/Writing, Mathematics, Multidisciplinary, and Reading; Career/Vocational Education; Early Childhood/Parent Involvement; Gifted and Talented/Technology/Special Interests; Health/Physical Education; Preservice/Inservice Training; Science/Social Science; Special Education/Learning Disabilities; Dissemination Processes; and projects which no longer offer service. Indices consist of projects listed by state, ERIC Descriptors, and an alphabetical listing. (LL)

ED338617

Educational Programs That Work

national diffusion network

ndn

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Edition 16

1990

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SP033 439

Educational Programs
That Work

A Collection of Proven Exemplary Educational Programs and Practices

SIXTEENTH
EDITION

Published by Sopris West Inc. in cooperation with
THE NATIONAL DISSEMINATION STUDY GROUP

Educational Programs That Work was written largely by the staffs of the projects described, without whose cooperation the program outlines could not have been produced.

Copies can be purchased for $10.95 plus $2.00 shipping from **Sopris West Incorporated, 1140 Boston Avenue, Longmont, Colorado 80501**. An order form for additional copies of EPTW is included at the back of this volume. Payment or purchase order must accompany order. Non-exempt Colorado residents should add sales tax.

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FOREWORD

Debate, dialogue and action in education are in high gear. Education is an intellectual and political concern at local, state, and federal levels -- from curricular improvement to the reform of the organizational structure of schooling. Significant work is contributing to the future of education in the United States, from the Carnegie Forum, The Holmes Group, The National Education Association, the American Federation of Teachers, as well as from many state and national organizations.

Educational development is central to our development as a nation. Since 1974, the National Diffusion Network (NDN) has been an important part of an unfolding future, by enabling schools to choose exemplary programs to meet particular local needs. This delivery system is administered by the U.S. Department of Education's Office of Educational Research and Development.

In order to provide public and private school educators, parents, and interested others with information which can assist schools, the National Dissemination Study Group, a professional organization of educational disseminators, is making available copies of the sixteenth edition of *Educational Programs That Work*. This catalog provides an overview of NDN educational programs active in dissemination.

The programs of the NDN have demonstrated educational significance and have been developed with a variety of resources. By sharing successful products and practices among states and across the country, educators increase their awareness of options available to meet locally identified priorities. The programs included in the catalog have the capacity to provide inservice training and technical assistance to schools electing to implement them.

The National Dissemination Study Group applauds the U.S. Department of Education in its sixteen-year effort to share the excellent "harvest" of previous investment in the form of exemplary educational programs.

Diane Lassman

Diane Lassman
President, Board of Directors
National Dissemination Study Group

INTRODUCTION

The National Dissemination Study Group and Sopris West are pleased to present the sixteenth edition of Educational Programs That Work, the annual National Diffusion Network catalog of exemplary educational programs. Current descriptions of most programs described in previous editions are included together with new programs approved for national dissemination since publication of the fifteenth edition in 1989.

The term "exemplary program" is conferred only after a project has been approved by the Department of Education's (either the Joint Dissemination Review Panel [JDRP]* or the Program Effectiveness Panel [PEP]). Approval by the Panel means that Panel members have examined objective evidence of effectiveness submitted by the developer of the program and are convinced that the program has met its stated objectives at the original development or demonstration site. In addition, the program developer has proved that the program will meet the educational needs of others in similar locations. Positive endorsement of a project's claims of effectiveness by a majority of the attending Panel members constitutes approval, and a date of validation is assigned. The PEP/JDRP number and approval date for each project can be found at the bottom of each project profile. Projects that continue development and submit additional evidence of effectiveness to the Panel carry two validation dates. In addition, some projects over four years old which have undergone the recertification process are identified at the bottom of the page with a recertification date. Space does not permit the inclusion of a project's evidence of effectiveness in this publication. Should the reader be interested, however, evaluation information is available from the individual projects. Projects which have been added since the fifteenth edition are listed in the Questions and Answers Section, on page ix. All projects that are approved after the publication of this edition of Educational Programs That Work will be described in the next edition.

The National Diffusion Network is dedicated to helping local school districts, private schools, intermediate service agencies, state departments of education, and post-secondary institutions in their continuing efforts to improve educational opportunities and achievement for all. To promote the transfer of successful programs from the development sites, the Department of Education, supports the National Diffusion Network (NDN). The NDN is a nationwide system established to help those involved in education acquire the materials and assistance they need to incorporate proven exemplary practices into their own programs.

The NDN operates through three kinds of projects—Developer Demonstrators, Dissemination Processes, and Facilitators. Developer Demonstrators are exemplary projects that provide training, materials and technical assistance to those who adopt their programs. The Dissemination Processes are the other category of exemplary programs that provide information, instructional materials and services about specific content areas, or professional development based on needs assessments. A project profile for each operating Developer Demonstrator and Dissemination Process Project are presented in this catalog. NDN Facilitators (one or more in every state and a private school facilitator) are the principal links between Developer/Demonstrators Dissemination Processes and those seeking new programs. Facilitators help to identify suitable NDN programs and assist with training and installation. A list of NDN Facilitators follows this introduction. Facilitators should be contacted for additional information on any program described in this catalog.

The National Diffusion Network was established upon the belief that there are few problems encountered by schools that have not been solved successfully in some other location. The primary function of the NDN is to disseminate information about approved programs so that educational agencies with special needs may choose from an array of programs that particular program which meets the agencies' needs, philosophy and resources. By offering a wide variety of programs, the Network provides many options through which LEAs and private schools may solve their own unique problems without "reinventing the wheel."

Since its inception in 1974, the NDN has grown from 76 to over 440 programs that were developed in large part by classroom teachers. NDN programs have helped learners with many different needs —disabled preschoolers, disadvantaged inner-city children in primary grades, high-achieving high school students, and out-of-school adults, to name a few. There are NDN programs for many content areas, ranging from the basic skills of reading, mathematics, and oral and written communications to vocational and career education, consumer education, and physical education. Other NDN programs provide training for teachers in instructional methods and classroom management techniques. Still others help school administrators with a variety of management problems. In recent years, the NDN has responded to critical emerging national needs by identifying and making available exemplary practices in those areas. Adopters of NDN programs range from small single classrooms in remote rural areas to large metropolitan districts. The impact of the NDN on American education has been enormous. The most recent statistics available indicate that in the 1987-88 year alone, over 26,000 public and private schools in all 50 states, the District of Columbia, Puerto Rico and the Virgin Islands adopted NDN programs. As a result about 77,900 teachers and administrators received inservice training and an estimated 3.3 million students benefited.

*The JDRP recently underwent reorganization and a name change. The new name of the review panel is the Program Effectiveness Panel (PEP). The titles JDRP and PEP are used throughout this document. If JDRP is used, it means that the project was approved for dissemination prior to 1987. PEP approval means approval during or after 1987.

For further information about the Program Effectiveness Panel, contact Dr. Lee Wickline, National Diffusion Network, 555 New Jersey Ave., Washington, DC 20208-5645. (202) 357-6134.

national diffusion network

Educational Programs That Work
QUESTIONS AND ANSWERS

The series of questions and answers that follow will help you to become more familiar with this edition of Educational Programs That Work. A few minutes spent reviewing these questions and answers will enable you to appreciate its full potential.

Q. What is the purpose of Educational Programs That Work?

A. Educational Programs That Work is an overview of all educational programs approved for national dissemination by the Department of Education (PEP/JDRP). It provides basic information on exemplary products and practices to those who wish to improve their educational programs and services. The catalog introduces the National Diffusion Network (NDN), its Facilitators, Developer Demonstrators, and Dissemination Processes, and their services to schools, institutions and other agencies that may wish to adopt these programs.

Q. What is in Educational Programs That Work?

A. Educational Programs That Work describes programs approved by the PEP/JDRP since its inception in 1974. Programs fall into three categories: active projects, projects with limited activity and projects with services no longer available. Active projects constitute by far the largest group. A one-page project profile for each active project is included in this edition. A half-page profile is devoted to "Limited Activity" projects, while "Projects No Longer Offering Services" can be referenced in list form in Section P of the catalog. Some projects are currently receiving dissemination funds from the NDN to assist them in providing services to schools and colleges across the nation. These projects are identified by an asterisk in the section-divider listings.

Q. How is Educational Programs That Work organized?

A. The projects are divided into 17 sections and then arranged alphabetically by project title. Each section groups projects with a common focus. The sections are as follows:

Section A: Adult Education
Section B: Administration/Organizational Arrangements
Section C: Alternative Schools/Programs/Bilingual/Migrant
Section D: Basic Skills—Language Arts/Writing
Section E: Basic Skills—Mathematics
Section F: Basic Skills—Multidisciplinary
Section G: Basic Skills—Reading
Section H: Career/Vocational Education
Section I: Early Childhood/Parent Involvement
Section J: Gifted and Talented/Technology/Special Interests
Section K: Health/Physical Education
Section L: Preservice/Inservice Training
Section M: Science/Social Science
Section N: Special Education/Learning Disabilities
Section O: Dissemination Processes
Section P: Projects which no longer offer services
Section Q: Indices

Q. How can I locate a description for a given program if I know only the name of the program?

A. The alphabetical index (Section Q, Index III) lists all PEP/JDRP approved programs by title.

Q. **How can I locate programs for a given content or problem area?**

A. To help you locate programs for a given area, selected ERIC (Educational Resources Information Center) descriptors have been assigned to all active projects described in the catalog. These descriptors act as headings for the alphabetical ERIC descriptor index (Section Q, Index II).

Q. **How can I find a description for a given program if I know only the state in which it is located?**

A. The index of exemplary projects by state (Section Q, Index I) lists all PEP/JDRP approved programs by the state in which they are located.

Q. **How can I make a quick preliminary review of the programs in each section?**

A. A capsule phrase that summarizes the exemplary program follows each title in the sectional tables of contents. See page A-1, for example: the first entry, Adult Performance Level (APL) is described as *A competency-based system of education that combines the diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills.*

Q. **If I have a previous edition of Educational Programs That Work, how can I find what new projects have been added?**

A. Projects approved by the JDRP since the publication of Edition 15 are listed on the following page.

Q. **If I want additional information, such as details on costs of installing an NDN program in my school, how do I obtain it?**

A. All entries include the name of a contact person who can answer questions about the program. A mailing address and a telephone number are included in the contact statement. NDN Facilitators can also give detailed information.

Q. **How can I get more information about the NDN?**

A. Contact your state or regional NDN Facilitator to learn more about the NDN and its programs. A description of the Facilitator's role and a list of Facilitators follows. You may also contact the federal office that administers the National Diffusion Network:

National Diffusion Network
Recognition Division
U.S. Department of Education
OERI/PIP/Recognition Division
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5645

(202) 357-6134

Projects Approved
Since the Publication of Edition 15

Child Development Project

A comprehensive elementary school program designed to enhance children's social and moral development through systematic changes in the classroom and school environments. J-3

Classroom Organization and Management Program (COMP)

A program to help teachers improve their overall instructional and behavioral management skills through planning, implementing, and maintaining effective classroom practices. B-1

DeLaSalle Model

A last chance alternative school for high school dropouts who are unable to be served by any other public or private school. C-3

Effective Videodisc Instruction in Core Mathematics Concepts

A project designed to improve math achievement with diverse groups of learners by enhancing instruction through the use of videodiscs and print materials. E-9

KIDS KITS for Middle School

A program to promote independent, self-directed learning by increasing thinking and questioning skills, use of learning resources, application of information, and enthusiasm for research activities. J-10

Know Your Body (KYB): Child Health Promotion Curriculum

A program to empower children with the knowledge, attitude, and skills necessary to implement positive health decisions concerning nutrition, drug use, smoking, exercise, dental care, accident prevention, and self-management. K-7

INSITE Model

A home-based program for multihandicapped sensory-impaired children through five years of age and their families to optimize the children's development. N-6

Learning to Teach in Inner-City Schools (LTICS)

The purpose of the Learning To Teach In Inner-City Schools Program is to develop teachers who choose to teach in inner-city schools and who are effective teachers in those schools. L-7

Social Decision Making and Problem Solving

A program that helps teachers facilitate the development and use of social decision making and problem solving skills in children and prevent substance abuse and related behavior difficulties. K-12

1

NATIONAL DIFFUSION NETWORK (NDN) FACILITATORS

To help public and private schools and districts identify suitable National Diffusion Network programs, the National Diffusion Network, federal sponsor of the NDN, supports Facilitator projects in every state, the District of Columbia, the Virgin Islands, Puerto Rico, Guam, American Samoa, and Northern Mariana Islands.

Facilitators work with schools and institutions to define their problems, determine which NDN programs hold promise for solving those problems, and help with formal adoption of NDN programs. Facilitators can supply additional information on all of the programs described in this catalog, and they can arrange for demonstrations. When a school or institution decides to adopt an NDN program, Facilitators can make arrangements for training. Many facilitators also provide follow-up and perform or oversee monitoring and evaluation at adopter sites.

NDN Facilitators are based in local school districts, intermediate service agencies, state education agencies and private nonprofit organizations. The funds that Facilitators can draw on vary from state to state, and their funding policies vary as well. In some states, schools and districts that adopt NDN programs can be reimbursed by the Facilitator for such start-up costs as instructional materials and teacher training. In other states, the costs of travel to awareness conferences or demonstration sites can be covered by the Facilitator. Readers are encouraged to telephone or visit their NDN Facilitators to learn what services are available.

ALABAMA

1854

Alabama Facilitator Project
Alabama Department of Education
Room 5069, Gordon Persons Building
Montgomery, AL 36130
(205) 242-9834

Principal Staff Members	Maureen Cassidy
Office Hours	7:30 am - 4:30 pm (Central time) Monday through Friday
Host Agency	Alabama State Department of Education

Highlights

The Alabama Facilitator Project works with public and private school educators by:

- providing information (print and video) about all NDN projects;
- arranging and partially funding awareness and/or adoption training workshops;
- linking potential adopters with current Alabama adopters;
- presenting information about D/D projects at state-wide conferences, at local in-service meetings, in *Alabama Education* (SDE newspaper)
- disseminating ERIC, Regional Laboratory, and R & D research;
- collaborating with SDE's Technical Assistance Section, eleven in-state Regional Inservice Education Centers, and the Private School Facilitator; and
- maintaining post-training contacts.

ALASKA

Alaska State Facilitator Project
Alaska Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-2841

Principal Staff Members	Ms. Sandra Berry
Office Hours	7:30 a.m. - 4:00 p.m.
Host Agency	Alaska Department of Education

Highlights

Services of the State Facilitator are provided at no cost to the school district and can help with funding for training of Nationally Validated projects in local schools.

AMERICAN SAMOA

NDN Facilitation Project
Division of Curriculum & Instruction
Department of Education
Pago Pago, AS 96799
011 (684) 633-5164 or 633-1246
FAX 011 (684) 633-4240 (foreign calls)

Principal Staff Members Rick Davis
Office Hours 7:30 am - 4:30 pm Monday through Friday
(-7 hours from Eastern Time/same day)
Host Agency American Samoa Department of Education
Highlights

First funded in 1989, services at present include for both public and private schools:

- providing information about all NDN projects
- EPTW to all schools and education divisions in the territory
- yearly awareness conference
- resource center of D/D materials at DCI and Teachers Resource Center
- summer training conference for selected D/D
- programs to develop certified trainers

Eventual expansion to include:

- disseminating ERIC, Regional Laboratory and R&D research

If you should need any more information, please feel free to call.

ARIZONA

Arizona State Facilitator
Educational Diffusion Systems, Inc.
161 East First Street
Mesa, AZ 85201
(602) 969-4880

Principal Staff Members L. Leon Webb, Lynne Hall, Lois Petersen
Office Hours 8:00 a.m. - 5:00 p.m. - Monday through Friday
Host Agency Educational Diffusion Systems, Inc. - a non- profit organization

Highlights

The Arizona State Facilitator is committed to working in cooperation with educators in order to respond effectively to student needs. Math, reading, early childhood education, language arts/writing and migrant/bilingual education have been determined to be the top five (5) priority areas in which assistance is needed. Linkages with NDN projects throughout the nation will allow the Arizona State Facilitator to provide comprehensive services to potential and actual adopting agencies within the state.

ARKANSAS

Arkansas State Facilitator Project
Arkansas Department of Education
Arch Ford Education Building, Room 204B
State Capitol Mall
Little Rock, AR 72201
(501) 682-4568

Principal Staff Members	Susan J. Swenson-Juergensmeier, Facilitator Q. Esther Toombs, Secretary
Office Hours	8:00 a.m. - 4:30 p.m.
Host Agency	State Department of Education

Highlights

The State Facilitator Project provides technical assistance to school districts in the identification of appropriate NDN programs to meet needs, coordinates logistics and assists in partial funding of teacher training and evaluates program success. An annual series of regional Education Showcase Awareness Fairs are in place to inform schools of NDN programs.

CALIFORNIA

California State Facilitator Center
1575 Old Bayshore Highway
Burlingame, CA 94010
(415) 692-2956
In State 1-800-672-3494

Principal Staff Members	Jane E. Zinner, Director Joyce Lazzeri, Facilitator
Office Hours	8:30 a.m. - 5:00 p.m.
Host Agency	Association of California School Administrators, Foundation for Educational Administration

Highlights

The State Department of Education has developed Frameworks for English - Language Arts, Science, Mathematics, History - Social Science, and Model Curriculum Standards for grades K-12. Information on the purchase of these publications is available through the facilitator center.

COLORADO

COLORADO FACILITATOR

Colorado Facilitator Project
The Education Diffusion Group
3800 York Street - Unit B
Denver, CO 80205
(303) 837-1000 x 2136
(303) 296-6608 (Beck, home)
(303) 837-1000 X 2135-FAX (call first)

Principal Staff Members	Charles D. Beck, Jr., Director Barbara S. Kennedy, Assistant to Director RoseMary Broussard, Administrative Assistant
Office Hours	8:00 a.m. - 4:30 p.m. Monday through Friday
Host Agency	The Education Diffusion Group, a non-profit corporation

Highlights

Services continue to be free to all schools and agencies, public and private. EVERY DISTRICT IN COLORADO WILL RECEIVE FREE AT LEAST ONE COPY OF THIS CATALOG. COPIES ARE ALSO AVAILABLE FOR OTHER SCHOOLS. CALL OUR OFFICE.

CONNECTICUT

Connecticut Facilitator Project
Area Cooperative Educational Services
205 Skiff Street
Hamden, CT 06517
(203) 248-9119

Principal Staff Members	Sally Harris, Coordinator Melissa Hayes, Assistant
Office Hours	8:30 - 4:30 Monday - Friday
Host Agency	Non-Profit Regional Service Center

Highlights

DELAWARE

State Facilitator Project
Delaware Department Of Public Instruction
John G. Townsend Building, P.O. Box 1402
Dover, DE 19903
(302) 736-4583

Principal Staff Members	Ms. Carole D. White, Dissemination Specialist
Office Hours	8:00 a.m. - 4:30 p.m., Monday through Friday
Host Agency	State Department of Public Instruction

Highlights

The Delaware Facilitator Center assists schools in the implementation of effective low-cost programs that support the State Board's Agenda for Education. Staff inservice and limited financial assistance are provided.

DISTRICT OF COLUMBIA

District Facilitator Project
Eaton School
34th and Lowell Street, N.W.
Washington, DC 20008
(202) 282-0056

Principal Staff Members	Susan C. Williams
Office Hours	8:00 am - 4:30 pm - Monday through Friday
Host Agency	District of Columbia Public Schools

Highlights

Top public school instructional priorities for the 1989-90 school year include values/character education, multi-cultural education, writing, mathematics, science, early childhood programs, and special education.

FLORIDA

State Facilitator Project
Department of Education
Office of Policy Research and Improvement
Education Resource Center
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399
(904) 487-1078

Principal Staff Members	Sue Carpenter, Director Cynthia Fields, Secretary
Office Hours	8:00 a.m. - 5:00 p.m. Monday through Friday
Host Agency	Florida Department of Education

Highlights

The Florida State Facilitator Project increases the visibility of exemplary programs through the state Sharing Success Program and coordinates teacher training for school improvement. In conjunction with the Education Resource Center, information from research services such as ERIC is disseminated, and HOT TOPICS: Usable Research is compiled and distributed to each school district.

GEORGIA

Georgia State Facilitator Project
607 Aderhold Hall
University of Georgia
Athens, GA 30602
(404) 542-3332 or 542-3810

Principal Staff Members	Frances Hensley, State Facilitator Mark Alley , Graduate Assistant Pat Mount, Project Secretary
Office Hours	8:00 a.m. - 5:00 p.m. Monday through Friday
Host Agency	The University of Georgia

Highlights

GUAM

Guam Department of Education
Federal Programs Office
P.O. Box DE
Agana, Guam 96910
(671) 472-8524
FAX (617)477-4587

Principal Staff Members	Ernestina Cruz
Office Hours	
Host Agency	
Highlights	

HAWAII

Hawaii Educational Dissemination Diffusion System (HEDDS)
Office of Instructional Services
595 Pepeekeo Street, Building H
Honolulu, HI 96825
(808) 396-6356

Principal Staff Members	Ms. Francine Grudzias
Office Hours	7:30 a.m. - 4:30 p.m.
Host Agency	Hawaii State Department of Education Office of Instructional Services
Highlights	

The Hawaii State Department of Education makes Chapter 2 discretionary grants available to both public and private schools for the implementation of NDN programs. The annual competition is initiated in October of each year, with an Awareness Conference. Grants are awarded at the end of the school year.

IDAHO

State Facilitator, National Diffusion Network
Idaho Department of Education
Len B. Jordan Office Building
650 West State Street
Boise, ID 83720
(208) 334-2186

Principal Staff Members	Ted L. Lindley
Office Hours	8:00 a.m. - 5:00 p.m. Monday through Friday
Host Agency	Idaho Department of Education
Highlights	

ILLINOIS

national diffusion network
ndn
THE ILLINOIS STATEWIDE FACILITATOR CENTER
1105 East Fifth Street · Metropolis, Illinois · 62960

Statewide Facilitator Center
1105 East Fifth Street
Metropolis, IL 62960
(618) 524-2664

Principal Staff Members	Shirley M. Menendez, Project Director
Regional Directors	Mary Pat Storm, Yorkshire (312) 553-9502 William Douglas, Princeton (815) 875-2096 Judith Longfield, Bolingbrook (708) 759-5829 Verne C. Kelly, *

*Verne C. Kelly will be joining the staff in January.

Office Hours	9:00 a.m. - 4:30 p.m. Monday through Friday
Host Agency	Educational Service Region (Intermediate Agency) James M. Carpenter, Superintendent (Monroe-Randolph Counties)
Highlights	Special initiatives include

- Collaborating with Educational Service Centers (ESCs) and/or Educational Service Regions (ESRs) for the delivery of inservice training
- Identifying Field Coordinators in different geographic areas of the state
- Cooperating with the Private School Facilitator in working with the non-public schools
- Including video teleconferencing as a method of program awareness and/or training

INDIANA

Indiana Facilitator Center
2829 George Street
Logansport, IN 46947
(219) 722-1754 or 722-2911 to leave message

Principal Staff Members	C. Lynwood Erb, Director Nancy Moss, Administrative Assistant
Office Hours	8:00 a.m. - 4:30 p.m. Monday through Friday
Host Agency	Logansport Community School Corporation

Highlights

Assistance is provided to Indiana public and private (non-profit) schools that wish to adopt NDN programs. Such assistance includes consultations to aid in the selection of programs to meet local needs and providing consultants for training workshops. The IFC may be reached by calling 800/552-3388 (in-state).

IOWA

State Facilitator
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3111
Telefax (515) 242-5988

Principal Staff Members	Michele Soria-Dunn, Director Amy Prochnow, Secretary
Office Hours	8:00 a.m. - 4:30 p.m. Monday through Friday
Host Agency	Iowa Department of Education

Highlights

The State Facilitator office, through the Department of Education, helps make available to local school districts and AEA's, awareness and training of validated national educational programs.

KANSAS

Kansas State Facilitator
KEDDS/LINK
3030 Osage Street
Wichita, KS 67217
(316) 833-3960
FAX (316) 833-3971

Principal Staff Members	James H. Connett, Director Ernestine Vernon, Facilitator Staff
Office Hours	8:00 a.m. - 4:30 p.m. Monday through Friday
Host Agency	Kansas State Department of Education and Wichita Public Schools #259

Highlights

The Kansas State Facilitator delivers awareness, training, and follow-up of NDN programs to Kansas school districts two ways - face to face traditional method, and through satellite delivered video teleconferences and video tapes.

KENTUCKY

Department of Education
1721Capitol Plaza Tower Office Building
Frankfort, KY 40601
(502) 564-6720

Principal Staff Members	Barbie Haynes, Project Director
Office Hours	8:00 a.m. - 4:30 p.m., Monday through Friday
Host Agency	Kentucky State Department of Education

Highlights

Limited funds are available to assist in bringing in consultants for training workshops to adopt NDN programs.

LOUISIANA

State Facilitator Project
State Department of Education
ECIA Chapter 2 Bureau
P.O. Box 94064
Baton Rouge, LA 70804
(504) 342-3375

Principal Staff Members	Brenda Argo
Office Hours	8:00 a.m. - 4:30 p.m.
Host Agency	Louisiana Department of Education
Highlights	

MAINE

Maine Facilitator Project
Maine Center for Educational Services
P.O. Box 620, 223 Main Street
Auburn, ME 04210
(207) 783-0833

the Center
MAINE CENTER FOR EDUCATIONAL SERVICES

Principal Staff Members	Elaine Roberts Kayda Selby
Office Hours	8:00 - 4:30
Host Agency	Maine Center for Educational Services
Highlights	

Recognizing the incredible "busy-ness" of our state's teachers and administrators, The Maine Facilitator Project's approach for the 1990's is to connect with the state's other service providers in order to help educators minimize their out-of-school commitments. We try to embed awareness sessions in content-specific conferences; we overview NDN programs during after-school staff meetings; we piggyback training with regional curriculum meetings. Our hope is to continue facilitating good NDN adoptions in a way that accommodates schools with shrinking time and resources.

MARIANA ISLANDS (NORTHERN)

CNMI Public Schools
P.O. Box 1370
Saipan, MP 96950
(670) 322-3194
FAX (670) 322-4056

Principal Staff Members	Paz Younis, NM Facilitator
Office Hours	7:30 a.m. - 4:30 p.m Monday-Friday
Host Agency	Non-profit, autonomous agency

Highlights

The Northern Marianas Facilitator Project disseminates information to public and private schools through the distribution of flyers, brochures, and newsletters which are focused subsets of the programs existing in Education Programs That Work. The Project also sponsores awareness and training sessions and advertises these activities through brochures and direct contact with all the school systems. Schools wishing to receive training in specific projects may make recommendation to Northern Marianas Facilitator for island-wide workshops.

MARYLAND

National Diffusion Network
educational
alternatives
incorporated
Serving the Schools of Maryland since 1977

Educational Alternatives, Inc.
Mail to: P.O. Box 265
Port Tobacco, MD 20677
Ship to: 115 LaGrange Avenue
La Plata, MD 20646
(301) 934-2992

Principal Staff Members	Raymond H. Hartjen
Office Hours	8:00 a.m. - 5:00 p.m., Monday through Friday
Host Agency	Non-profit corporation

Highlights

The Maryland Facilitator Project disseminates information to public and non-public schools through the distribution of mini-catalogs which are focused subsets of the programs existing in Educational Programs That Work in all subject areas. The Project also sponsors training sessions and advertises these through direct mail brochures to all the school systems of the state. Schools wishing to receive training in specific projects may make recommendations to Educational Alternatives, Inc., for state-wide workshops.

MASSACHUSETTS

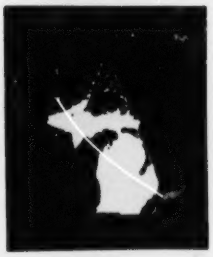
Massachusetts Facilitator Project
THE NETWORK
290 South Main Street
Andover, MA 01810
(508) 470-1080

Principal Staff Members	Denise Blumenthal Nancy Love Mary Poulin
Office Hours	8:30 a.m. - 5:00 p.m. Monday through Friday
Host Agency	The NETWORK, a private, non-profit organization

Highlights

The Massachusetts Facilitator Project works closely with funding sources in Massachusetts to help schools adopt nationally validated programs. We also sponsor numerous "hot topic" trainings that give educators an overview of a DD with some practical, hands-on mini-training. The follow-up to these events is regularly scheduled training and training of certified trainers. We collaborate regularly with colleagues throughout New England.

MICHIGAN



Michigan State Facilitator
Michigan Department of Education
Box 30008
Lansing, MI 48909
(517) 373-1807

Principal Staff Members	Carol Wolenberg, State Facilitator Merrilee Godek, Secretary
Office Hours	8:00 a.m. - 5:00 p.m.
Host Agency	Michigan Department of Education

Highlights

The State Facilitator's Office assists with the costs of trainers as long as funds budgeted for that purpose remain. Assistance must be for a full number of trainees and unavailable from other sources. Video teleconferencing is used as appropriate.

MINNESOTA

The EXCHANGE
CAREI - 166 U Press
2037 University Ave. SE
University of Minnesota
Minneapolis, MN 55414-3097
(612) 624-0584

Principal Staff Members	Diane Lassman, Director Barbara Knapp, Dissemination Coordinator Debra Beach, Secretary
Office Hours	7:30 am - 4:30 pm, Monday through Friday
Host Agency	University of Minnesota/Minneapolis Public Schools

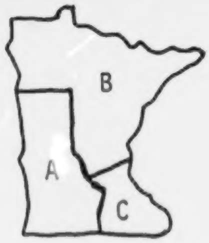
Highlights

The EXCHANGE, operates the NDN Facilitator Project, became part of a new LEA-University collaborative center at the University of Minnesota - The Center for Applied Research and Educational Improvement (CAREI). Educators interested in learning about an NDN program or arranging inservice may contact the Regional Facilitator that serves their region.

A. Gail Goltz
SW & WC ECSU
Marshall, MN 56258
(507) 537-1481

B. Genelle Bentley, Gary Nytes
Chicago & Fifth
Staples, MN 56479
(218) 894-1930

C. Barbara Knapp
(612) 624-0584



MISSISSIPPI

Mississippi Facilitator Project
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205
(601) 359-3498

Principal Staff Members	Bobby Stacy
Office Hours	8:00 a.m. - 5:00 p.m. Monday through Friday
Host Agency	Department of Education

Highlights

The passage of the Education Reform Act (ERA) by the Mississippi Legislature in 1982 has resulted in major educational changes for the schools of the state. Passage of the ERA has resulted in some school district consolidation, a new curriculum structure, a statewide kindergarten program and many other positive changes for the students in Mississippi schools.

MISSOURI

Missouri Education Center
State Facilitator Project
Columbia Public School System
1206 East Walnut
Columbia, MO 65201
(314) 875-8782 or 800-392-0549

Principal Staff Members	Jolene Schulz, Director Harriet Pearce, Educational Programs Coordinator Jackie Stamper, Administrative Assistant Pat Hoelscher, Dissemination Specialist
Office Hours	8:00 a.m. - 4:30 p.m. Monday through Friday and by appointment
Host Agency	Housed in an LEA

Highlights

The Missouri Incentive Grant program offered by the Department of Elementary and Secondary Education may be used to implement NDN projects. The Missouri Education Center provides sample grants or "boilerplates" for individuals that want to implement a NDN project through the incentive program. Proposals are due at DESE in late April with award notices sent to schools in mid June. As of September 1, 1988, a state dissemination center was created and housed with the State Facilitator Project, which necessitated the name change from the Missouri Facilitator Center to the Missouri Education Center.

MONTANA

Montana Facilitator Project
Office of Public Instruction
State Capitol
Helena, MT 59601
(406) 444-2080
FAX (406) 444-3924 DATA (406) 444-2068

Principal Staff Members	Ron Lukenbill, State Facilitator Pat Wade, Administrative Assistant
Office Hours	8:00 a.m. - 5:00 p.m. Monday - Friday
Host Agency	State Education Agency

Highlights

The Montana Facilitator Project provides information and technical assistance to 500+ school districts, private schools and other educational groups seeking ways to improve their program. Services focus on the areas of curriculum, staff development, and information access. Extensive resources are also available in the area of educational technology applications for instruction and management.

NEBRASKA

State Facilitator Project Director
Nebraska Department of Education
301 Centennial Mall
P.O. Box 94987
Lincoln, NE 68509
(402) 471-3440

Principal Staff Members Elizabeth Alfred

Office Hours

Host Agency

Highlights

NEVADA

Nevada Department of Education
400 W. King Street
Capitol Complex
Carson City, NV 89710
(702) 885-3136

NDN
NEVADA DEPARTMENT OF EDUCATION
400 West King Street
Carson City, NV 89710

Principal Staff Members Doris Betts, State Facilitator

Office Hours Monday - Friday, 8:00 am to 5:00 pm

Host Agency Nevada Department of Education

Highlights

The State Facilitator assists in the implementation of effective programs that support school districts in reaching their goals. Staff training and limited financial assistance is provided.

NEW HAMPSHIRE

New Hampshire Facilitator Center
80 South Main Street
Concord, NH 03301
(603) 224-9461
(603) 224-8925

Principal Staff Members	Jared Shady, Director Lesley Milton, Administrative Assistant Charlotte Moody, Support Personnel
Office Hours	8:30 a.m. - 4:30 p.m. Monday through Friday, other hours by appointment only
Host Agency	School Administration Unit #5

Highlights

1. Full service facilitator center linking educators with NDN projects and funding sources;
2. Drop-in center to review and discuss NDN project materials;
3. Duplicating center to **assist** NDN projects, disseminate their curricula and training materials to adopters;
4. Training and office space for visiting D/Ds; and
5. Activity interfaces with State Department of Education staff to support adopter follow-up efforts.

NEW JERSEY

Educational Information and Resource Center
700 Hollydell Court
Sewell, NJ 08080
(609) 582-7000
FAX 1-609-582-4206

Principal Staff Members	Katherine "Kitty" Wallin, Director Elizabeth Ann Pagen, Administrative Coordinator
Office Hours	8:30 a.m. - 5:00 p.m., Monday through Friday
Host Agency	Educational Information and Resource Center
Highlights	Services of the Facilitator staff for public and private school educators include:

- providing print and video awareness materials on exemplary projects
- maintaining a library of exemplary project awareness and training materials (specific project materials) available for 10 day loan
- presenting information on projects at statewide conferences, county curricula meetings and local educators
- suggesting sources of possible funding
- arranging training workshops
- maintaining contact to ensure quality implementations

NDN Science, Math and Social Studies projects should prove particulary helpful to schools restructuring their curricula to meet expanded graduation requirements.

NEW MEXICO

DEEP Project
Onate Hall, Room 223
University of New Mexico
Albuquerque, NM 87131
(505) 277-5204
FAX # 505-277-7991

Principal Staff Members	Amy Atkins Steven Rives-Ortega Julien Ryner
Office Hours	8:30 a.m. - 4:30 p.m. Monday through Friday
Host Agency	University of New Mexico

Highlights

Located on the campus of the University of New Mexico, Project DEEP facilitates NDN trainings for school districts. Awareness is offered through regional conferences. Trainings can carry university credit.

NEW YORK

New York Education Department
Office of Federal Programs
Room 860
Albany, NY 12234
(518) 474-1280

Chuck Weed
Albany BOCES
School Support Services
47 Cornell Road
Latham, NY 12110
(518) 786-3211

Principal Staff Members	Laurie Rowe, State Facilitator
Office Hours	8:00 a.m. - 4:30 p.m. Monday through Friday
Host Agency	New York State Education Department

Highlights

The State Facilitator operates through a network of ten Regional Facilitators who maintain communication with local school districts. A satellite non-public school regional facilitator site has been established to assist non-public schools in the adoption of validated programs. Names and addresses of Regional Facilitators available on request. Regional facilitators assist school districts with awareness, grant writing, and program implementation technical assistance. The New York State Education Department makes competitive grants available to local educational agencies to cover initial training costs for the adoption of new programs. Proposals are due in the spring.

NORTH CAROLINA

North Carolina Facilitator Project
North Carolina Department Of Public Instruction
116 West Edenton Street
Raleigh, NC 27603-1712
(919) 733-7037

NORTH CAROLINA FACILITATOR PROJECT

Principal Staff Members	John Hawes, State Facilitator Ruth M. Sherrell, Secretary
Office Hours	8:00 a.m. - 5:00 p.m. Monday through Friday
Host Agency	North Carolina Department of Public Education
Highlights	

The Support Services Area of the Department of Public Education makes mini-grants funds available to assist schools with the implementation of NDN programs in the following areas: Child Nutrition, ECIA Chapter 1, ECIA Chapter 2, Exceptional Children, Job Training Partnership Act, and Migrant Education. The competition for mini-grant funds begins with the two-day statewide Annual Awareness Conference held in late September or early October. On an average, 30 or more NDN developer demonstrators participate in the Conference providing awareness information about their program and assisting with proposal preparation.

NORTH DAKOTA

Department of Public Instruction
600 E. Boulevard Avenue
Bismarck, ND 58505-0440
(701) 224-2514

Principal Staff Members	Charles DeRemer, State Facilitator
Office Hours	8:00 am - 5:00 pm
Host Agency	North Dakota Deptartment of Public Instruction
Highlights	

OHIO

Ohio Facilitation Center
The Ohio Department of Education
Division of Inservice Education
65 South Front Street, Room 1013
Columbus, OH 43215
(614) 466-2979

Principal Staff Members C. William Phillips

Office Hours 8:00 a.m. - 4:45 p.m. Monday through Friday

Host Agency Ohio Department of Education

Highlights

The Ohio Facilitation Center is located in the Division of Inservice Education which coordinates staff development activities for all public and non-public schools in Ohio. The Facilitation Center is instrumental in providing assistance to all schools in adopting NDN programs that relate to local and statewide needs. The Facilitation Center also identifies and provides resources necessary for program implementation.

OKLAHOMA

Oklahoma Facilitator Center
123 East Broadway
Cushing, OK 74023
(918) 225-1882

OKLAHOMA
FACILITATOR CENTER
123 EAST BROADWAY CUSHING, OKLAHOMA 74023

Principal Staff Members Deborah Murphy, Director
Celia Meyers

Office Hours 8:30 a.m. - 5:00 p.m., answering machine after hours

Host Agency Cushing Public Schools

Highlights The Oklahoma Facilitator Center's staff members are available to help schools in Oklahoma access all NDN programs and services. Services include

- assisting with needs assessments;
- providing information concerning all NDN projects;
- state & regional awareness presentations for content-specific projects;
- facilitating adoption training workshops;
- locating appropriate D/D presenters for educational conferences;
- providing assistance to Oklahoma schools adopting NDN programs;
- assisting locally developed programs in applying for state and national validation; and
- helping school personnel locate additional resources.

The *Educational Excellence Newsletter*, published monthly, provides up-to-date information on upcoming activities.

OREGON

Columbia Education Center
11325 S.E. Lexington
Portland, OR 97266-5927
(503) 760-2346
760-5592 - Telefax

Principal Staff Members Dr. Ralph Nelsen, Director
Dr. Robert Kremer, Program Administrator
John Nelson, Program Specialist
Barbara Fitzgerald, Admin. Asst.
Denise Dodge, Secretary

Office Hours 9:00 a.m. - 5:00 p.m. (Pacific time) Monday through Friday

Host Agency Columbia Education Center (Non-profit organization)

Highlights The Oregon Facilitator has been very active in developing a statewide cadre of leadership teachers (aka certified trainers) for selected D/D programs. An annual highlight is the project's awareness conference held each February at Timberline Lodge on Mt. Hood. Oregon facilitator staff place special emphasis on services to small-town and rural schools. Other areas of particular interest are gender equity, math/science/technology, special education, and social studies. Since 1987, CEC has been the initiating agency for several grant projects featuring selected D/D programs. Over $2,000,000 has been raised for teacher training projects serving Oregon and fourteen other western states.

PENNSYLVANIA

Pennsylvania State Facilitator
Research and Information Services for Education (R.I.S.E.)
725 Caley Road
King of Prussia, PA 19406
(215) 265-6056

Principal Staff Members Richard Brickley, Director

Office Hours 8:30 a.m. - 4:00 p.m. Monday through Friday

Host Agency Montgomery County Intermediate Unit

Highlights

NDN Services are delivered through collaboration with (1) Intermediate Unit Curriculum Coordinators in all 29 Pennsylvania Intermediate Units; (2) a network of over 350 Local District NDN Associates, usually central office curriculum and instruction leaders designated by the local superintendent; (3) the Pennsylvania Department of Education through the Commissioner of Basic Education: special initiatives such as the Keystone Improvement Program, Chapter I Program Improvement, Effective Practices, and the Annual Curriculum and Instruction Conference provide means for significant SEA/NDN cooperation.

PUERTO RICO

Puerto Rico State Facilitator
Evaluation Division
Department of Education, 5th Floor
P.O. Box 759
Hato Rey, PR 00919
(809) 753-1645

Principal Staff Members	Elba Encarnacion
Office Hours	8:00 a.m. - 4:30 p.m. Monday through Friday
Host Agency	Department of Education

Highlights

The Department of Education in Puerto Rico is a centralized educational agency. The State Facilitator networks for all adoptions with program directors (subject areas and non-academic), staff development assistants, and contact people from all the educational regions. It also provides a large and wide variety of information, and follow-up to adopted programs.

RHODE ISLAND

Rhode Island State Facilitator Center
Rhode Island Department of Education
22 Hayes Street
Providence, RI 02908
(401) 277-2617

Principal Staff Members	Faith Fogle, State Facilitator Trish Berlam, Secretary
Office Hours	8:00 am - 4:30 pm
Host Agency	RI Department of Elementary and Secondary Education

Highlights

The RI State Facilitator Center provides technical assistance, primarily through in-service training, to school districts seeking to replicate exemplary programs. Assistance is also provided to help districts/schools match needs with programs, identify funding sources, coordinate resources, and plan follow-up activities after training occurs. Awareness presentations are given at local, state, and regional workshops and conferences.

SOUTH CAROLINA

South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201
(803) 734-8116

Principal Staff Members Peter Samulski, State Facilitator

Office Hours

Host Agency

Highlights

SOUTH DAKOTA

State Facilitator
South Dakota Curriculum Center
205 West Dakota Avenue
Pierre, SD 57501
(605) 224-6708

Principal Staff Members Ms. Donlynn C. Rice

Office Hours 8:00 am - 5:00 pm Monday - Friday

Host Agency South Dakota Curriculum Center

Highlights

The South Dakota State Facilitator is avasilable to assist with the design and promotion of NDN awareness and training sessions. Funding is provided to support training costs upon approval of the state facilitator.

TENNESSEE

The Tennessee Connection *
TSFP
Tennessee Statewide Facilitator Project
" LINKING TENNESSEE EDUCATORS WITH THE NATION "

College of Education/BERS
2046 Terrace Avenue
University of Tennessee
Knoxville, TN 37996-3504
(615) 947-4165 or 2272

Principal Staff Members Reginald High, Project Director
Lisa Keyees, Research Associate

Office Hours 8:00 a.m. - 5:00 p.m., Monday through Friday

Host Agency The University of Tennessee, Knoxville

Highlights

T.S.F.P. staff attempt to serve as a connector between public and private educators and exemplary programs and projects deemed exemplary by the National Diffusion Network. They conduct awareness sessions, schedule inservice and preservice training, assist educators with needs assessments and provide information. They inform educators about centers and E.R.I.C.

TEXAS

national diffusion network

Texas State Facilitator
Education Service Center, Region VI
3332 Montgomery Road
Huntsville, TX 77340-6499
(409) 295-9161

Principal Staff Members Dr. Judy Bramlett

Office Hours 8:00 a.m. to 5:00 p.m., Monday - Friday

Host Agency Regional Service Center

Highlights

The Texas Facilitator makes grants available to education service centers (ESC) to assist schools with implementation of NDN programs. Awareness of NDN programs is developed through state conferences and private school contacts, as well as ESC contacts.

UTAH

Utah State Facilitator Project
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7822

Principal Staff Members	Lyle Wright, State Facilitator Carla Worthen, Secretary
Office Hours	8:00 a.m. - 5:00 p.m., Monday through Friday
Host Agency	Utah State Office of Education

Highlights

We provide awareness information and linkages with projects which can help meet district needs. Small assistance grants are available through the project, and we have assisted a number of districts in finding funds from other sources to aid in the adoption of some NDN projects. We have also assisted in arranging and conducting related training activities, some large and some small. Let us know your needs and we'll do our best to help.

VERMONT

Trinity College
Colchester Avenue
Burlington, VT 05401
(802) 658-7429

Principal Staff Members	Howard Verman
Office Hours	
Host Agency	

Highlights

VIRGINIA

The Virginia Facilitator Project
The Education Network of VA
3421 Surrey Lane
Falls Church, VA 22042
(703) 698-0487

Principal Staff Members	Judy McKnight
Office Hours	8:30 a.m. to 5:00 p.m.
Host Agency	The Virginia Facilitator grant is jointly administered by the Virginia Department of Education and the Education Network of Virginia, a non-profit educational firm located in Northern Virginia.

Highlights

The Virginia Facilitator Project supports all Virginia educators interested in reviewing or implementing NDN programs. Limited financial assistance is available for new adoptions, follow-up, and the development of certified trainers.

VIRGIN ISLANDS

Virgin Islands State Facilitator
Virgin Islands Department of Education
P.O. Box 6640
St. Thomas, VI 00801
(809) 774-0100, Ext. 211

Principal Staff Members	Dr. Lois Habteyes
Office Hours	
Host Agency	

Highlights

WASHINGTON

THE
WASHINGTON STATE
FACILITATOR

Washington State Facilitator
15675 Ambaum Boulevard, S.W.
Seattle, WA 98166
(206) 433-2453

Principal Staff Members	Keith Wright, Director Bill Guise, Assistant Director Mary Ann Hopperstad, Administrative Assistant
Office Hours	8:00 a.m. - 5:00 p.m. Monday through Friday
Host Agency	Non-profit corporation (housed in an LEA)

Highlights

The Washington State Facilitator is the link between Washington educators and National Diffusion Network projects. Our services include sponsoring awareness presentations, maintaining a lending library of project materials, arranging training workshops, and assisting in finding support for implementation.

WEST VIRGINIA

national diffusion network
ndn

West Virginia State Facilitator
State Department of Education
1900 Kanaawha Blvd. E.
Building #6, Room B-252
Charleston, WV 25305
(304) 348-2193

Principal Staff Members	Cornelia Calvert Toon
Office Hours	8:00 a.m. - 5:00 p.m. Monday through Friday
Host Agency	West Virginia Department of Education

Highlights

The State Facilitator serves as a link between NDN's validated projects and West Virginia schools, LEAs, and Regional Education Service Agencies. Awareness and training sessions are conducted throughout the year, covering a wide diversity of educational topics and areas. The Department's annual Leaders of Learning Conference, held each August, provides a superb showcase for NDN awareness events.

WISCONSIN

Department of Public Instruction
P.O. Box 7841
Madison, WI 53707
(608) 267-9179

Principal Staff Members	Will Ashmore, State Facilitator Amy French, Program Assistant
Office Hours	7:15 am - 4:30 pm
Host Agency	State Education Agency
Highlights	

WYOMING

Wyoming Innovative Network System
State Department of Education
Hathaway Building, Rm 236
Cheyenne, WY 82002
(307) 777-6226

Principal Staff Members	Nancy Leinius, State Facilitator
Office Hours	
Host Agency	
Highlights	

PRIVATE SCHOOL FACILITATOR

Council for American Private Education
1726 M Street, N.W.
Suite 36
Washington, DC 20036
(202) 659-0177

Principal Staff Members	Charles E. Nunley, Director Fay O'Brien, Administrator
Office Hours	8:30 a.m. to 5:00 p.m.
Host Agency	Council for American Private Education (CAPE)

Highlights

The Private School Facilitator Project was undertaken by CAPE to significantly increase the participation of the private school community in the NDN. The Project seeks to inform all private schools of the NDN and its potential value to them. It offers counsel and guidance to insure effective use of the NDN and, within guidelines, can offer practical assistance to certain schools who wish to adopt an NDN program or submit a program for NDN validation. The Project works in close collaboration with the national system of State Facilitators as well as major private school organizations. Finally, the Project represents the perspective of the private school community to the NDN.

SECTION A: Adult Education

Adult Performance Level Project (APL) A-6
***BES Adult Literacy Project A-1**
***Comprehensive Adult Student Assessment System (CASAS) A-2**
F.I.S.T. Functional In-Service Training A-3
Jefferson County Adult Reading Program (JCARP) A-4
New York State External High School Diploma Program (EDP) A-5

**** Projects currently funded by the NDN***

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
APL	A-6			✓	✓	✓		✓	✓					✓	✓	✓	✓	MO,MI,TX	1-2
BES	A-1	✓		✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	None	2
CASAS	A-2	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	CT, WA	2
F.I.S.T	A-3				✓		✓		✓				✓	✓		✓		None	2
JCARP	A-4				✓		✓		✓	✓				✓		✓	✓	None	3+
EDP	A-5				✓	✓		✓	✓					✓		✓	✓	VA, CT, NY	3+

BES Adult Literacy Project. A reading program for functionally illiterate adults.

Audience Approved by JDRP for functionally illiterate adults in the non-reader or beginning reader category (i.e., those reading below the 4.0 reading level).

Description The Project's instructional methods combine a problem-solving approach with a linguistic analysis of words, sounds, and sentences and a highly structured sequence of oral and written drills. Instruction is provided on an intensive basis over a twenty-week treatment cycle. All instruction is classroom-based and occurs within community centers and churches.

Students participating in the BES *Adult Literacy Project* have improved their reading skills to a statistically significant degree ($p<.05$) as measured by the Tests of Adult Basic Education (TABE), based upon the results of longitudinal and cross-sectional studies conducted with several cohorts of students.

Requirements Staff Development: 12 hours of intensive staff/teacher training is required by a BES teacher/trainer. Curriculum Materials: The BES curriculum is used during training and project implementation. The Curriculum Guide is packaged for dissemination. 10-12 hours of periodic visits are necessary to monitor trainees' development, model teaching methods, and to answer questions on implementation. Project staff is available to provide this ongoing support and technical assistance.

Costs Costs for the program are approximately $183 per student per year initially, but are reduced to $110 per student in subsequent years. For adopters who already employ paraprofessional staff, the costs could be as low as $20 per student.

Services Awareness materials are available at no cost. BES staff is available to conduct workshops and awareness presentations at the Project site or elsewhere. Potential adopters are welcome to visit the project by appointment.

Contact Patricia Medina; BES Adult Literacy Project, 965 Longwood Avenue, Bronx, NY 10459, (212) 991-7310.

Developmental Funding: Out-of-school Basic Skills Improvement Program;
Adult Basic Ed. Act, Section 310

JDRP No. 85-4 (2/26/85)

Comprehensive Adult Student Assessment System (CASAS).

CASAS

Audience Approved by JDRP for agencies that provide Adult Basic Education, English as a Second Language high school completion and pre-employment programs for adults and secondary level students.

Description *The Comprehensive Adult Student Assessment System* (CASAS) provides assessment which is linked to over 300 different competency based curriculum materials that are appropriate for Adult Basic Education. Using CASAS, students can be placed into appropriate program level and their progress toward goal attainment can be monitored. CASAS provides a competency-based curriculum management system for programs, with an underlying measurement scale that ranges from pre-literate through high school level. With such an integrated data base of student functioning, program managers can allocate resources and evaluate programs more appropriately. The system is comprised of four major elements, specifically: a CASAS Competency List; Curriculum Index and Matrix; assessment materials; and implementation workshops. CASAS is adaptable to a variety of educational settings with diverse student populations.

Evidence Of Effectiveness After one year, adult education agencies who implemented the key elements of the CASAS model achieved a higher level of competency based program implementation than agencies using other approaches, as measured by the Institutional Self Assessment Measure.

Programs implementing CASAS retained students at higher rates while non-CASAS programs had significantly higher drop out rates.

Requirements Conditions for successful implementation include program curriculum that allows for the application of basic skills in a life skill context. Training is required in the use of the assessment system for placement, diagnosis, monitoring progress, evaluation, and certification. No additional teaching staff or facilities are required, but some additional clerical time is recommended. CASAS can be used with an optional microcomputer management system.

Services Awareness materials are available at no cost. Arrangements can be made for visits to demonstration sites. Consultation and training are available at the expense of the requesting agency. Follow-up and technical assistance are available to all adopting agencies. Cost of materials varies with extent of implementation. Start-up costs average $5 per student. Maintenance costs can be absorbed within a regular agency budget. Costs of staff training vary with the extent of the implementation. Follow-up technical assistance is provided and development of local leadership is emphasized.

Contact **Patricia Rickard, Director CASAS; 3375 Camino Del Rio South, San Diego, CA 92108, (619) 230-2975.**

Developmental Funding: California, Section 310 of Federal Adult Basic Education Act JDRP No. 84-6 (3/20/84)

F.I.S.T. (Functional In-Service Training). An adult literacy program that uses trained volunteer tutors.

Audience Approved by JDRP for adults 16 and older who are out of school and read below the 4.0 level.

Description Project FIST has developed a volunteer based administrative and instructional delivery system aimed at meeting the special needs of low-level adult readers. A major reason for the ineffectiveness of traditional adult basic education programs is the lack of resources to provide the one-to-one instruction needed to remediate severe reading deficiencies. FIST was originally conceived as an integral component of ongoing basic skills programs, providing the intensive one-to-one tutoring and support needed before minimally proficient readers can benefit from regular instruction. FIST can be incorporated by existing programs at low cost.

After securing the commitment of the local ABE program, a part-time coordinator-aide is hired and a tutor and student recruitment campaign is mounted. The Project's Administrator's Handbook describes tested procedures for recruiting tutors and functionally illiterate adults, as well as how to establish a volunteer adult literacy component within an ongoing adult education program. The coordinator is responsible for tutor and student recruitment as well as arranging for diagnostic and follow-up testing, student-tutor assignments, records management, and materials procurement. Tutors and students meet once or twice a week for one to two hours at a mutually convenient place, usually a local library, church or within the learning center.

Tutor training is accomplished through a workshop using the Project developed text, *Functional Literacy for Adults: A Work-text for Tutors.* Emphasis is given to establishing a positive, empathetic relationship, selecting, creating, and using materials and remediating specific reading problems. The workshop lasts 18 hours. Workshop sessions usually meet once weekly for 3 hours over a 6-week period. Reading tests are administered regularly at four-month intervals. When test results show that the student has outgrown his/her need for FIST, they are referred to the regular adult basic education program. The coordinator is trained initially, and then trains the volunteer tutors.

Requirements FIST can be adopted by established ABE programs at very little cost. Basic requirements are the purchase of project materials, hiring or the reassignment of staff to coordinate the project, attendance of pre-implementation training and to operate for at least one year.

Costs There is no need for facilities, since tutoring is normally conducted off site, nor does FIST require any special equipment or costly materials. Program manuals must be purchased (contact project for cost). Educational material typically used in adult basic education is suitable. Existing staff can be reassigned.

Services Awareness materials are available at no cost. Visitors are welcome at any time by appointment at project site. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter.

Contact **Brian Payne, Director, or Pansy Forrester; Project F.I.S.T.; Division of Community Education; Middlesex County College; 341 A George Street; New Brunswick, NJ 08901 (201) 249-7987 or 6209.**

Developmental Funding: ESEA TITLE VI; STATE

JDRP No. 83-35 (3/23/83)
PEP: 89-18 (7/18/89)

Jefferson County Adult Reading Program (JCARP). A program to deliver literacy instruction and life coping skills instruction fully utilizing community linkages and the services of volunteers.

Audience Adults, 16 years and older, out of school and reading below 6.0 grade level as measured by a standardized test.

Description Four years of JCARP operation showed that materials, methods, and teachers were not significant in program success, but that those students who attend more often showed greater gains. The necessity was, therefore, to develop a strategy to increase student retention. To this end, counseling is inculcated into each of the four components of JCARP that aim to address the personal and social needs of this population as well as their academic deficiencies. The four components are:

RECRUITMENT: Print, electronic, and business industry links are employed. Phone conversations with potential students are made to allay anxieties about pursuing their education. This effort was designed to create a secure and unthreatening environment, and lessen the likelihood of attrition.

STAFF TRAINING: Volunteers and paid staff are oriented to the characteristics of the undereducated adult through audio-visual and written materials. They learn to use the commonality of the students' apprehensions and deficiencies to promote group cohesion and mutual support. The teaching staff is instructed in the use of test instruments, basal materials, and basic techniques for teaching reading to adults. Also discussed are techniques for conducting individual conferences so that students can formulate priorities and goals through the counseling process.

INSTRUCTION: Progress toward student goals is attained through both group and individualized instruction. Half the time is spent in instruction from a basal reading series and half is devoted to the reinforcement of reading skills in practical life materials.

EVALUATION: Student achievement is assessed through standardized testing and at mid-year student-teacher conferences.

Requirements The program is effective under diverse instructional circumstances. It can be successfully implemented with part-time teachers, paraprofessionals, and/or volunteer staff. Training includes model to enable existing staff to become coordinators of volunteer literacy programs and trainers and managers of volunteer tutors. Preimplementation training conducted by JCARP staff is required.

Services Implementation costs depend on several variables. Adopter may hire or reassign existing staff. A minimum of 10 hours per week is recommended. Classes may be housed in public buildings, churches or schools with no cost to the project. Instructional materials may be consumed or reused by students and tutors. Costs of volunteer training are limited to reproduction of handouts. JCARP training costs for adopters include travel and per diem for trainer. Training materials costs vary, minimum $15.00 per participating project. There is an additional one-time cost of $30.00 per workshop for JCARP training video. All costs are variable and negotiable. Visitors are welcome at any time by appointment at project sites. Project personnel is available for awareness or training sessions.

Contact **Charles Guthrie, Project Director, Division of Adult and Community Education, Kentucky Department of Education, Capital Plaza Tower, Frankfort, KY 40601, (502) 564-3921.**

Developmental Funding: Adult Ed./State

JDRP No. 82-19 (9/15/82)

New York State External High School Diploma Program (EDP). A competency-based alternative high school credentialing program for adults.

Audience Approved by JDRP for English-speaking adult students over the age of 18.

Description This is an alternative high school credentialing program for adults who have acquired skills through their life experience and who can demonstrate those skills in applied performance tests. The project's objective is to provide adults with an assessment and credentialing process that is an alternative to traditional diploma programs such as General Education Development (GED). The program provides no instruction: it is an assessment system through which adults can earn a regular high school diploma. The program has two phases. In the first phase, diagnosis, the adult is tested on six diagnostic instruments that help him/her identify learning deficiencies in the basic skill areas. If a deficiency is identified, the adult is given a learning prescription and is sent to the community to utilize the learning resources available. After the deficiencies have been corrected, the adult enters the second phase, final assessment. In this phase, the adult must demonstrate 64 generalized competencies in the basic and life skill areas of communication, computation, self-awareness, social awareness, scientific awareness, occupational preparedness, and consumer awareness. The adult must also demonstrate an individualized competency in one of three skill areas: occupational, special, or advanced academic. The assessment system is an open testing system characterized by flexibility in time and location of testing. It offers adults the opportunity to demonstrate process skills through a variety of documentation forms. There is an explicit understanding and discussion of all required competencies. Graduates of the program are surveyed 10 months after they receive their diplomas to determine the impact that graduation has had on their lives. To date, graduates report an increased interest in continued learning; job promotions and raises; and increased self-esteem and self-confidence.

Requirements *The New York State External High School Diploma Program* can be adopted by a unit as small as three persons—one advisor, one assessor, and one assessment assistant. A four-day training workshop for staff prior to program implementation is required, as is an inservice evaluation during the first year of operation.

Costs Materials: seven program manuals and one set of training materials must be purchased (contact project for cost). Equipment required is ordinarily found in an educational setting. Staffing: reassignment of existing personnel is possible.

Services Awareness materials are available at no cost. Visitors are welcome at project site and five additional home state sites by appointment. Project staff is available to attend out-of-state awareness meetings (cost to be negotiated). Training is also conducted at adopter site (costs to be negotiated). On-site technical assistance is provided to adopters (expenses are covered).

Contact **William Jonas, Associate in Continuing Education; New York State Education Program Development; Albany, NY 12234. (518) 474-8940.**

Developmental Funding: USOE BOAE

JDRP No. 79-26 (5/30/79)

Adult Performance Level Program (APL). A competency-based system of education that combines the diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills.

Audience Approved by JDRP as a program for general English-speaking population over 18.

Description Project research measured specified minimum competencies an adult must possess to function successfully.

Based on the objectives identified by APL research, a complete curriculum applies reading, writing, speaking-listening-viewing, computation, problem-solving, and interpersonal relations skills to the content areas of consumer economics, occupational knowledge, health, community resources, and government and law. For example, adults learn how to fill out job application forms, interview for a job, and construct a budget. The curriculum provides the activities and materials needed to teach toward each of the APL life-coping skills objectives.

The APL competency-based high school diploma program offers adults a relevant alternative to the conventional four-year high school program and to the General Educational Development test (GED). Adults can earn a regular high school diploma by demonstrating competencies gained through life skill—oriented adult education programs in combination with those gained through experience. The basic steps to the competency-based diploma are: placement tests, the competency-based curriculum described above (if indicated by scores on placement tests), a series of life-skills activities, and demonstration of an entry-level job skill or post-secondary education skills or skills in home management/maintenance.

Requirements The APL curriculum can be adopted by a unit as small as a single teacher. The APL Diploma Program can be adopted by a unit as small as two persons performing counseling, teaching, and assessing functions. Pre-implementation training is required. Reassignment of existing personnel usually suffices.

Services Awareness, training, and follow-up services are available. Adopter is responsible for travel, per diem and consulting fee.

Contact **Elaine Shelton, 2606 Top Cove, Austin, TX 78704. (512) 444-3488.**

Developmental Funding: USOE BOAE

JDRP No. 75-13 (3/25/75)
Recertified (5/15/79)

SECTION B: Administration/Organizational Arrangements

ACE: Administrative Cooperative in Education B-6
*Classroom Organization and Management Program (COMP) B-1
Resident Supervisory Support For Teachers (RSST) B-2
Sharing Successful Programs B-3
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** Projects currently funded by the NDN*

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
ACE	B-6				✓	✓	✓		✓				✓			✓	✓	None	3+
RSST	B-2			✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	ME,NY,RI,DC	2
SSP	B-3				✓	✓	✓		✓				✓	✓		✓	✓	None	3+
Simu-School	B-6			✓	✓	✓		✓	✓					✓		✓	✓	Call	1
TIPS	B-4			✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	GA,OH,VA,HI,NJ,WA	<1
U-SAIL	B-5			✓	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	AR	1

Classroom Organization and Management Program. A program to help teachers improve their overall instructional and behavioral management skills through planning, implementing, and maintaining *effective classroom practices.*

Audience Approved by PEP for regular classroom teachers in grades 1-9. Also intended for administrators, regional educational labs, state departments of education, and school staff developers who wish to design and deliver professional development workshops.

Description The *Classroom Organization and Management Program* (COMP) is intended to supplement other professional development activities and provides the necessary foundational management skills on which other academic and instructional programs must build. COMP provides teachers with management ideas and materials and involves them in activities directly relating these to classroom management.

The program has three focuses: planning, implementing, and maintaining classroom management skills. Training workshops (which either train teachers directly or train trainers to bring skills back to school systems) demonstrate models of a process that can be implemented in a school's own professional development program.

Workshops cover such elements as assessment and problem identification, research-based content presentations (using vignettes, case studies, films, and simulations), and formulation of implementation plans (with emphasis on teacher roles, responsibilities, and tasks).

Learning materials include two commercially published books and teacher manuals which cover six modules: organizing the classroom, planning and teaching rules and procedures, student accountability, consequences and incentives, planning and organizing instruction, and conducting instruction and maintaining momentum.

Evidence of Effectiveness In evaluation studies, students who were in classes of teachers trained in the classroom management workshops made significantly higher gains on achievement tests than students in control group classes. Teachers who participated in training workshops used the effective practices to a greater extent, and students had significantly less off-task, less inappropriate and disruptive behavior, and had greater success in lessons.

Requirements All training must be conducted by certified trainers. Model 1 (Training of Teachers) requires release time for a 3-day workshop and the assignment of a local coordinator to schedule visits to teachers' classrooms where follow-up and peer support is requested. Materials must also be purchased.

Model 2 (Training for Trainers) requires release time for teachers or district personnel for seven days for training, peer observation training, and practice with workshop materials. Materials must also be purchased.

Attendance of principals and other administrators at training sessions is highly desirable for both models.

Services In addition to print materials, the program provides training for either teachers or trainers of teachers, plus follow-up training in subsequent years. Training can be scheduled in various locations to reduce costs. Awareness materials available at no cost.

Contact **Carolyn M. Evertson, Classroom Organization and Management Program, Box 330 Peabody College, Vanderbilt University, Nashville, TN 37203. (615) 322-8100.**

Developmental funding: National Institute of Education, Arkansas State
Department of Education, contributions from local school districts,
Greeley (Weld Co.), CO, Kentville (Kings Co.) Nova Scotia.

PEP No. 89-9 (5/11/89)

Resident Supervisory Support for Teachers (RSST). A peer coaching program designed to improve classroom instruction by training school personnel to use effective clinical supervision techniques.

Audience Teachers, School Administrators, Supervisory Personnel

Description *Resident Supervisory Support for Teachers* (RSST) is a collegial coaching program designed to improve classroom instruction by training existing school personnel to use effective clinical supervision techniques with an emphasis on interpersonal communication, conferencing and data gathering skills. The program helps teachers to capitalize on their strengths and compensate for weaknesses. It is designed to provide instructional support for effective, less effective, experienced and inexperienced teachers. The clinical supervision process can be utilized with instructors on all levels and disciplines (elementary, secondary, higher education). RSST was developed to augment existing supervisory programs.

Participants are taught to use an adaptation of Robert Goldhammer's Clinical Supervision Model that includes the following five stages: (1) pre-observation conference, (2) classroom observation, (3) analysis and strategy, (4) post-observation conference, and (5) post-conference analysis. Participants are also taught to recognize teaching patterns and to plan for implementation at the local school level.

The program can be adopted/adapted by an individual school or school district. It enables schools with limited resources to provide accessible and regular opportunities for instructional support and professional development. The ultimate goal of the training program is to provide each participating school with a cadre of peer coaches. The program is expected to increase its impact by involving more and more volunteers annually.

Feedback from participants indicate improved classroom performance, greater understanding of the teaching/learning process, improved self-analysis skills and lessening of isolation among teachers.

Requirements No special staffing or facilities are required to implement RSST. Persons interested in implementing the project must complete an initial two-day training session. Local school administrators and a minimum of two teachers are requested to attend the training session. A one-day follow-up session is provided following program use. This one day should be scheduled two to three months following initial training. The program is available for adoption by individual schools and/or school districts. Training manuals are $20.00 per copy.

Services Awareness materials are available at no cost. The project staff is available for awareness, training and/or follow-up at the adopter site. Individual technical assistance is available as needed. Costs for all services are negotiable.

Contact **Delores W. Hamilton, or Delores Carter; Resident Supervisory Support for Teachers (RSST); 800 Euclid Street, N.W., Room 313; Washington, DC 20001; (202) 673-7708.**

Developmental Funding: USOE Title IV-C

JDRP No. 82-11R (10/28/82)

Sharing Successful Programs. Statewide procedures for validating disseminating, and adopting educational programs.

Audience Approved by JDRP for state education agencies which have funds to provide grants to local and/or intermediate school districts.

Description *Sharing Successful Programs* (SSP) is an adaptation of PEP/JDRP and NDN procedures for validating, disseminating, and adopting educational programs. Promising educational programs are identified and provided with evaluation assistance, and reviewed by an external panel of trained reviewers who judge if the program has convincing evidence of success. Validated programs are provided with small grants to provide awareness and training, and are given technical assistance in staff development techniques. School districts may adopt validated programs with local funds, or with funds secured by a grant process. A network of field agents helps school districts match needs with programs, and assists them in planning adoption strategies. SSP is composed of activities related to identifying exemplary programs, assessing the merit of those programs, preparing the staff of those programs to be effective in disseminating their programs, making programs available to school districts, and evaluating activities of the dissemination process. implementing SSP can provide programs in four school districts for the same cost as implementing a development program in a single district.

Requirements Training will be conducted at the adoption site, and will require 15 days spread over 4 sessions spaced over the course of a year, if the full dissemination model is adopted. Six to eight trainers may be involved, although only three trainers will be needed for each session. The initial session will relate to structuring the field agent network, identifying promising practices, and planning training for evaluation consultants, validation panel members, and the field agents. The second session will concern implementation of validation procedures. The third session will concern provision of technical assistance to projects, and structuring grant programs. The fourth session will concern planning for evaluation of components of the dissemination process.

Services The New York State Education Department will receive visitors and conduct an awareness session at no cost; however, prior arrangements are necessary. Costs for awareness sessions at other locations are negotiable. Training materials will be provided at no cost. Travel expenses must be reimbursed. Honoraria are negotiable.

Contact **Laurie Rowe, State Facilitator, or Richard L. Egelston, Coordinator of Validation, Room 860 EBA, New York State Education Department, Albany, NY 12234. (518) 474-2380.**

Developmental Funding: ESEA Title IV, ECIA Chapter 2, EESA Title II,
New York State legislative funds.

PEP 88-19 (11/1/88)

TIPS: Teaching Individuals Positive Solutions/ Teaching Individuals Protective Strategies.

A structured approach to teaching young people how to positively resolve conflict, to resist crime, and to protect themselves and their property.

Audience Approved by JDRP for fourth- and fifth-graders. Curriculum has been developed for use in grades K-8.

Description This program was initiated by a request from the Director of the Federal Bureau of Investigation to translate the concept of crime resistance into an educational program. TIPS is a ten-week intervention program aimed at both the perpetrators and victims of crimes. The basic assumption of the program is that increased knowledge about crime resistance concepts will lead to more positive attitudes toward them and subsequently to improved behavior in dealing with them. The goals of the program are to promote and maintain positive student attitudes and behavior, while teaching students to responsibly insure the safety and welfare of themselves and others.

Each grade-level curriculum is contained in a single manual ($7.50 each for grades K-5; $10.00 each for grades 6-8) that includes instructions for use, teacher information, reproducible student worksheets, and suggested supplementary information. Concepts presented are appropriate to the skill and reading level of each grade with more sophisticated materials added each year. Topical areas include positive conflict resolution; respect for rules, laws and authority; responsibility; and strategies in crime prevention.. TIPS can be taught as a mini-course, a supplement to existing courses, an interdisciplinary unit, and as a focus for small-group discussion. Specific math, reading, and language arts skills are delineated for each lesson. Teacher-guided discussion is supplemented by student activities such as decision making, role playing, creative writing, vocabulary development, graphing, mapping and decoding.

Requirements Project TIPS can be replicated by an individual teacher, a school, or an entire district. There are no additional facility, equipment, or personnel requirements. A half day of staff training is highly recommended for adoption.

Services Awareness materials are available at no cost. Project staff is available to attend out-of-state awareness meetings. A one-day or half-day training may be at project or adopter site. Implementation and follow-up services are available to adopters. All costs to be negotiated.

Contact **Monika Steinberg, Program Director, TIPS Program, Educational Information and Resource Center (EIRC), 700 Hollydell Court, Sewell, NJ 08080 (609) 582-7000. FAX 1-609-582-4206**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-21 (5/12/82)

U-SAIL: Utah System Approach to Individualized Learning. An effective, economical, and exportable system for individualization and improvement of instruction.

Audience Approved by JDRP for administrators, teachers, and students of all abilities in grades 1-9.

Description When the U-SAIL System is installed, both achievement and attitude gains are made. The program builds skill in program planning, organization, classroom management, effective teaching and student responsibility.

The system provides for the most appropriate task being prescribed for each learner, given the resources available. Prescription is based on the unique needs of learners in a humane environment for learning. Teaching, monitoring, providing appropriate practice and application of skills learned, giving students feedback, and retrieval or recordkeeping are basic to program installation. Each part of the system is always operational and influences the behavior of teachers and learners as they manage, teach and learn.

The system is supported by inservice training in program implementation for administrators and teachers and by curriculum materials designed to assist the teaching of concepts in reading and mathematics (K-9). Training is practical and personalized with emphasis on classroom management and effective teaching of basic skills.

Implementation is possible in a variety of settings with local educators. The U-SAIL program gives teachers and administrators in any physical environment or organizational framework the tools necessary for systematic improvement. Support materials are available in mathematics, language arts, and reading.

Requirements Program may be implemented in a single primary, intermediate or middle-school unit, or in total school or district configurations. Two days are required for staff training with follow-up inservice as needed. Administrator or implementer instruction usually precedes teacher inservice. It is recommended that only one content area be installed per year. Second- and third-year involvement provides stabilized change in practice and allows integration of additional content areas into the system. No special facilities are required.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff is available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at the project site (all expenses must be paid). Training and follow up is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid). Cost of materials varies with extent of implementation. Start-up costs average $4 per pupil. Maintenance costs can be absorbed within a regular district budget. Costs of staff training vary and are negotiable. Teachers of teachers are trained, and follow-up assistance is given. Development of local leadership is emphasized. Adopter costs include stipends paid to teachers for involvement and costs of materials.

Contact **Carma M. Hales, Director; U-SAIL Project; 2971 Evergreen Ave.; P.O. Box 9327; Salt Lake City, UT 84109. (801) 486-5491.**

Developmental Funding: USOE ESEA Title III

JDRP No. 76-95 (10/4/76)
Recertified (9/84)

Administrative Cooperative in Education.

A multi-district cooperative program providing services to Chapter I teachers, students, and parents. Approved by JDRP for administrators, teachers, intermediate service agencies and students involved in Chapter I projects.

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Description The primary goal of ACE is to provide quality Chapter I services to rather sparsely populated rural districts, which are often too small to furnish all the necessary features of a successful mastery learning program.

Project ACE has four key elements: an administrative model, teacher in-service and evaluation, a materials resource center, and parent involvement.

The cooperative makes a cost-effective instructional materials support center a reality. Selected commercial materials for checkout and mass-produced teacher-made materials, accompanied by inservice on the efficient use of both, are a critical dimension. A well-defined staff development plan, evolving from identified needs based on developmental teacher evaluation, instructional strategy fidelity, and program objectives, guidelines, and regulations, is a second critical component.

Parents' participation in their child's instructional program is a priority. A variety of both school year and summer programs have been developed and instituted successfully through the combined efforts of the teachers across the districts.

Contact **Norman Ronell, Project Director; ESU #7 Chapter I Cooperative; 2657 44th Ave.; Columbus, NE 68601. (402) 564-4414.**

Developmental Funding: USOE ESEA Title I

JDRP No. 78-197 (11/17/78)
Recertified (11/84)

Simu-School.

A program using microcomputers for improved utilization of support personnel, more efficient recordkeeping procedures, and more accessible educational resources. An independent evaluation has shown that the library program reduces time required for check in, check out, overdue notice printing, and bibliography production.

PROJECT SS
SIMU-SCHOOL

Description Automated Library System: A full-function microcomputer-based circulation and reference system for libraries with acquisitions numbering 5,000 to 100,000 or more. The system allows up to 30 subjects per book, supports multiple collections (hardback, softback, media, etc.), is optimized for speed, and has password protection for security. Loans: Identifies students by name or ID number. Checks for outstanding fines (optional) and overdue books. Displays title to provide basis for confirmation of selection. Returns: Identifies volume by accession number. Reports outstanding fines (optional) and book fines (optional), if any. Reference: Supports searching by title, author, subject, or call number. Displays call number, author, title, publisher, copyright date, cost, accession number, and subject headings. Search produces exact match if one exists, otherwise, automatically finds closest match. Allows single-keystroke request for next or previous entry. Indicates if book is on the shelf or on loan. Allows single-keystroke changing of search domain (title, author, subject, or call number) while retaining identity of currently referenced item. Reports: Circulation activity, collection status (inventory), collection management, due and overdue notices by homeroom, teacher circulation, circulation profile (year-to-date). Item maintenance: Special field allows you to determine how title is to be alphabetized. Requires an IBM PC/XT or equivalent (with hard disk).

Contact **William Dunklau, Director; Project Simu-School; 8160 San Cristobal; Dallas, TX 75218. (214) 327-6914.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-77 (6/6/74)

SECTION C: Alternative Schools/Programs

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*DeLasalle C-3
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Individualized Bilingual Instruction (IBI) C-5
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NOMAD: Needs and Objectives for Migrant Advancement and Development C-10
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*Public and Private School Collaboration C-7
Public Schools of Choice: High School in the Community (HSC) C-11
*Supplemental Instruction (SI) C-8

** Projects currently funded by the NDN*

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
CAS	C-2	✓			✓	✓	✓	✓	✓				✓	✓	✓	✓		None	2 to 3+
CAYRE	C-9			✓	NEG	✓	✓		✓				✓		✓	✓	✓	None	3+
DEEP	C-9			✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	SC,NY,MO,KS	3+
EPSF(M)	C-10		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	45 STATES	2
FOCUS	C-4			✓	✓	✓		✓	✓					✓	✓	✓	✓	None	2
IBI	C-5			✓	✓	✓	✓		✓				✓	✓	✓	✓	✓	None	2
NOMAD	C-10				✓	✓	✓		✓				✓					None	
PASS	C-11		✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	None	2
PPC	C-7	✓	✓				✓		✓				✓					None	1-2
Public (HSC)	C-11				✓	✓	✓		✓				✓					None	3+
SI	C-8	✓			✓		✓	✓	✓	✓			✓	✓	✓	✓		PA,MN,NY,MD,WI,TN NJ,IL,KS,OR	2 to 3+

Centralized Correspondence Study: Individualized Home Study.

CCS is an exemplary program which delivers an individualized home study elementary (1-8) education via correspondence.

Audience Approved by JDRP for students of all ability levels, grades 1-8.

Description The most important function of this program is to prepare students to be productive individuals. The program and courses are designed to meet that goal. Courses for 1-8 are divided into nine units of work comparable to nine months of a regular school year. Included are Reading, Language, Spelling, Math, Social Studies, Science, Art, Penmanship, Health, and Physical Education. Each course clearly states the course's goals, unit objectives and daily objectives. Textbooks, lesson plans, worksheets, examinations, and most school supplies are provided for the student. Students enrolled in CCS usually work at home under the supervision of an adult "home teacher." The home teachers supervise daily work and monitor tests. CCS furnishes instructions and assistance from certificated advisory teachers located in Juneau. Home teachers send a unit of the student's work to the advisory teacher once a month. The role of the advisory teacher is to evaluate the student's lessons, grade exams, provide supplementary materials for enrichment or remedial purposes, and assign a final grade in each subject. Grades 1-8 demonstrate reading and math achievement commensurate with or better than that of their state and national peers.

Requirements The program can be adopted at a variety of levels. Adopters may develop daily lesson plans or purchase them, along with the necessary materials, from *Centralized Correspondence Study*. The "Writers Guidebook," detailing information on how to develop lesson plans, is available upon request. It is essential that the student, parents and school personnel have a strong commitment to this type of educational delivery system.

Costs Costs vary since they depend upon the degree of implementation desired, and the amount of staff and materials to be developed. They also depend upon the level of assistance desired of CCS and the use of and/or adaptation of existing CCS courses.

Services Visitors are welcome by appointment. Staff available for awareness presentations and training workshops (cost negotiated). Print material (brochure, program overview, and newsletter) available upon request, free of charge in limited quantities. Complete 1-8 courses available with answer keys on a cost recovery basis. Secondary courses for 9th and 10th graders' are also available.

Contact **Mark Hanson or Marilou Madden, Centralized Correspondence Study; South East Regional Resource Center, 218 Front Street; Juneau, AK 99801.**
(907) 586-6806.

Developmental Funding: State ESEA Title IV-B

JDRP No. 83-13 (5/27/83)

City-As-School (CAS). An alternative high school whose primary curriculum objective is to link students with learning experiences throughout any size community. Approved by JDRP for high school students.

Audience Approved by JDRP for at-risk adolescents in grades 9-12 with a high rate of truancy, lack of motivation and an increased sense of alienation.

Description *City-As-School* is an alternative, diploma-granting high school whose curriculum objective is to link students with learning experiences of a business, civic, cultural, political or social nature throughout any size community. The underlying concept is that the world of experience can be joined with the world of learning, thereby making school more relevant for those students who find the traditional school setting threatening or unrelated to their present and future plans, or those with a moderate to great degree of success in the traditional setting who begin to look for new horizons for their education.

Instead of attending classes in one building, students move from learning experience to learning experience and receive academic credit for each learning experience successfully completed. Teachers are divided into Resource Coordinators and Teacher Advisors. Each Teacher Advisor holds weekly orientations, seminars, class meetings and is responsible for individual meetings with student and/or parents, and writing college evaluations. Resource Coordinators are responsible for developing new community site placements, developing curriculum for each site, monitoring students' progress, responding to students' problems at resources and registering students. Visits to sites are required.

Requirements Adopting district or school will need to set up an alternative academic program to service those students described as high-risk or drop-out prone. Staffing requirements are a teacher and secretarial assistance. Ideally a separate phone should be available for the project. Some provision for transporting the students to the sites is needed, as are school support services.

Services Awareness materials are available at no cost. Arrangements can be made, if given advance notice, for visitors to observe the program in use in various settings. Project personnel is available to attend out-of-state awareness meetings. Training is conducted at the adopter site (2-3 days). Implementation, follow-up, and evaluation services are available to adopters. Costs for all services to be negotiated. A visit to the CAS site in NYC is advisable prior to the inservice training.

Contact **Marie Reilly; City-As-School; 16 Clarkson Street, New York, NY 10014.**
(212) 645-6121 or (212) 691-7801

Developmental Funding: USOE ESEA Title IV-C and NYC Board of Education

JDRP No. 82-13 (6/10/82)
Recertified 86-37 (2/87)

DeLaSalle Model. A last chance alternative school for high school dropouts who are unable to be served by any other public or private school.

Audience Approved by PEP for populations fitting the high school level (grades 9-12), with most students between the ages of 14 and 18.

Description The DeLaSalle Education Center is a private not-for-profit agency which has served the greater Kansas City area since 1971. The goals of the fully accredited program are to increase school attendance, improve academic skills, and enhance self-esteem and educational attitudes in students who have dropped out of high school and have no other chance for completing an education.

DeLaSalle employs a variety of programming features and services within a comprehensive model to allow every youngster to be successful in his or her education. These include a supportive non-traditional school structure, a small student-teacher ratio, individualized learning, student contracting, intensive counseling, vocational skill training, and a diagnostic prescriptive teaching process.

These services are designed around a core academic curriculum which can be adapted to any ability or age level because of the individualized focus of the program.

Students for whom DeLaSalle is appropriate have typically had poor or sporadic school attendance and low academic performance in their previous schooling. Many come from dysfunctional and abusive families with a long history of poverty and significant problems with alcohol and drugs. Due to repeated failure and lack of family support, these young people suffer from poor self-concepts and are turned off to traditional schooling.

Requirements While the DeLaSalle model has developed its own facility apart from any traditional school, it is expected that the model could be incorporated into an existing school program or within a common campus. Minimally, the model would require a separate wing or floor to accommodate its special focus. Size of faculty and staff would depend on expected enrollment. Beside the need for high-interest, low-skill level materials for classroom use, appropriate materials for vocational classes, and faculty training and in-service, no substantial differences in terms of outlay would be required.

Evidence of Effectiveness The DeLaSalle model has been proven to improve: students' attendance (relative to prior attendance at traditional schools), academic competencies, and self-esteem and educational attitudes while in the program, and maintain those improvements long after program completion.

Costs Overall costs for the DeLaSalle model are similar to costs in a public school system, with adjustment for the fact that DeLaSalle is a private school with lower salary costs. Estimates for the personnel and materials needed to serve 160 students: nine teaching positions, nine support staff, three days of training annually before fall enrollment, office space, classroom and vocational equipment including copier and phones, texts, workbooks, paper, printing of contracts and student record forms, office and teaching supplies, and diagnostic evaluation materials.

An executive director and fundraising support are not included. If this model were developed by a private agency, a director, bookkeeper (part-time) and one to two development staff would be added to the personnel requirements.

Services Awareness and training sessions available with costs to be negotiated.

Contact **Regina Hansen, DeLaSalle Education Center, 3740 Forest, Kansas City, MO 64109-3200. (816) 561-3312.**

Developmental funding: Mix of private and public funding (local and federal). PEP No. 88-20 (7/21/89)

Focus Dissemination Project. A successful secondary program for training teachers to deal with disaffected youth.

Audience Approved by JDRP for disaffected secondary students and all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings.

Description Focus provides an alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem. The program effects responsible institutional change and positive student attitude and performance by helping students learn responsibility to self, school, and society. Through a group counseling experience, the peer group is guided to deal with the problems causing disaffection. Focus is a "school within a school" for secondary students who are not achieving or functioning in a way beneficial to themselves and/or those around them. The Focus program seeks to reduce student disaffection with school and learning, to improve each student's ability to relate effectively with peers and adults, and to give each student a reason to be optimistic about the future. Focus is a highly structured program offering courses in English, social studies, and math. Instruction in Focus classes is based on ability and need. Focus students take such classes as science, physical education, health, and electives in the regular school program. All Focus students are involved in a group counseling experience called Family. Each Family consists of 8 to 10 students and one teacher who meet together one hour daily throughout the year. Family attempts to help the student develop feelings of caring, self-worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group. Program effectiveness is measured in grade equivalency gains on standard achievement tests, reductions in negative behaviors and improved attendance and grades.

Requirements Many replication plans are possible, ranging from staff training to enhance an existing program to a full-scale replication of the original site model. Recommended maximum for any one program is 75 students. Successful replications have been made in urban, suburban, and rural settings. The humanistic, caring emphasis of the program makes it effective regardless of the ethnic or economic factors present at the replication site.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Training is conducted at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact **Don May; Focus Dissemination Project; Human Resource Associates, Inc.; Suite #321, 161 North Concord Exchange, South Saint Paul, MN 55075. (612) 451-6840. Toll-free number: (800) 345-5285.**

Developmental Funding: HEW: Youth Development Act

JDRP No. 74-74 (5/29/74)

Individualized Bilingual Instruction (IBI). A comprehensive instructional program for preschool through third-grade children.

Audience Approved by JDRP for bilingual, limited English proficient children, preschool through grade 3, teachers, and aides.

Description IBI was designed to do two major things: 1) provide a comprehensive instructional program for children that focuses on teaching English oral language skills, and 2) systematically train instructional staff so they can successfully implement the instructional program. The program was originally used with children whose primary language was Spanish, but it has successfully been used with many other language groups. Trained staff members provide instruction to small groups of children. Part of the program is individualized and part is conducted in homogeneous small groups, including informal language. Measurement of child progress is conducted daily. Periodic progress tests are administered. Staff members receive instruction in classroom management that emphasizes positive reinforcement and training in the implementation of the curriculum materials.

Requirements Two days of inservice training for each selected academic component are necessary. All who will be involved in implementation need to participate. IBI recommends that no more than two components be implemented at one time. Implementing districts need to purchase curriculum and training materials. Two follow-up visits from an IBI staff person are included. It consists of training an on-site trainer in observation skills and additional help for teachers and aides.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid). Training, curriculum, and testing materials are required for every component adopted. Free brochures and sample material packets are available from the Dissemination Office. Adopters pay travel and per diem expenses of project staff providing adopter site services. Developer can send staff either from Texas or from Washington state.

Contact **Louise Gustafson, Dissemination Coordinator; IBI; P.O. Box 2367; Pasco, WA 99302. (509)547-8441.**

Developmental Funding: USOE ESEA Titles I and VII, & OCD

JDRP No. 73-48 (4/9/73)

Migrant Student Record Transfer System (MSRTS)/A Computer Link Offering Variable Educational Records (CLOVER). An education and health system for migrant children, preschool-12.

Audience Approved by JDRP as a program for migrant children, preschool through secondary, and teachers aides, nurses, counselors, and administrators.

Description The Migrant Student Record Transfer System (MSRTS)/A Computer Link Offering Variable Educational Record (CLOVER) is a computerized system with 162 terminals located in 44 states. The system serves 49 states, Puerto Rico, and the District of Columbia. Through the MSRTS/CLOVER the process of receiving, storing and transmitting health and educational information is available to all schools, education and/or health organizations that serve migrant children. Teachers, nurses, aides, administrators, and others have at their disposal educational and critical health data delivered to their state within 24 hours of a child's enrollment. In four days or less, an in-depth record of educational and health data will be received at the state's designated location. This information may direct the adopter in formulating strategies to assist the migrant child in achieving academically. Curricula being taught to migrant children varies according to the established needs of migrant children at various levels. The system's computer is programmed to provide skills-based information in the areas of reading, math, early childhood, and oral language. The health system provides the most updated reporting of health problems to insure continuity of health services by using the International Classification of Diseases (ICD.9.CM) and the physician's Current Procedural Terminology (CPT), 4th edition.

Requirements Interested adopters who have migrant children in their school or other education or health agency may contact the state director of migrant education in their state. If this information is not available, write or call the contact person listed below. Implementation requirements will be based on the level of participation.

Costs Training packets are available at no cost. Training and follow up are available at no cost. Other agencies outside the U.S. Department of Education that serve migrants may use computer time at a negotiated cost.

Services Awareness materials are available. Visitors are welcome at project sites by appointment, Monday through Friday 8:00 a.m. through 4:30 p.m. Training is conducted at the project site (adopter paying its own costs). If training is conducted out of the state of Arkansas, costs are to be negotiated. Quarterly workshops are held in February, May, August, and November.

Contact **Nolan McMurray, Administrator for Special Services and Technical Advisor; Migrant Student Record Transfer System; Arch Ford Education Building; Capitol Mall, Little Rock, AR 72201. (501) 371-1857.**

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 73-19 (4/4-5/73)

Public and Private School Collaboration. A program for students, the Connecticut Scholars Program. A collaboration for the purpose of providing an opportunity for advanced residential study for academically promising urban school students.

Audience Approved by JDRP for high school students grades 10 and 11, who have demonstrated high academic achievement and motivation.

Description This program stems from a collaborative effort between a private school and urban public school systems to provide academic opportunity to urban students where none would otherwise be available. It combines the resources of public and private schools providing courses of exceptional reach and instructional facilities having no comparison in either sector individually. The program is based on five weeks of residential study in the summer, at Choate Rosemary Hall. During that time over 100 public school students participate in advanced courses in mathematics, science or the humanities and also in planned extracurricular activities. During the five week course, students live and dine on the campus at Choate Rosemary Hall. Students in mathematics and science make a two year commitment to participate in the program. Participants in this program must possess high academic ability and motivation in the fields of math and science, or the humanities. Students enroll in the program at no cost. Faculty in math and science are from both Choate Rosemary Hall and the public schools. Importantly, returns from this program extend not only to participants, but to their schools as well. Opportunities for collegial networking among teachers, encouragement of students' peers and the general promotion of the values of excellence and high motivation are among important outcomes. Additionally, students involved in the program continue to cite its beneficial effects on their own achievement and attitudes and their admission to competitive colleges and universities as discernible outcomes of their participation. Lastly, the model contemplates the involvement of business and industry in support of the program. The addition of private sector support adds continuity and additional resources to the achievement of project goals.

Requirements All program components are transportable for either adoption or adaptation. Given the nature of the program it possesses a particular amenability to replication in varied contexts and on varied scales. The major component of the program required for replication is the collaboration between public and private schools, or organizations of public and private schools, or either of these with the inclusion of a state education agency. Orientation of the program to a specific area is helpful. Implementation of the program or model involves five steps: (1) formation of a collaborative training group; (2) assessment of the academic needs that will form the basis of the program; (3) preparation of a proposal, for both academic and fund raising purposes; (4) acquisition of sufficient funding; and finally, (5) initiation of the program. Larger scale programs could be mounted within one year and smaller scale programs could be established within six months. Adoption costs are estimated to be $1,200 per student for a five week non-residential program and $2,000 per pupil for a five week residential program. The adoption costs will vary on the basis of the term and scope of the program. Programs of lesser duration may cost considerably less.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at the project site. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Implementation and administration materials are available to adopters (costs to be negotiated).

Contact **William Bagley, Director; Office of Public Private Collaboration; Choate Rosemary Hall; Box 788, 333 Christian Street; Wallingford, CT 06492. (203) 269-7722 ext. 313.**

Developmental Funding: Private sources

JDRP No. 86-25 (9/10/86)

Supplemental Instruction: (SI). A program to improve academic performance and retention rate.

Audience Approved by JDRP for freshman and sophomore students in high-risk entry level college courses.

Description *Supplemental Instruction* (SI) is a model of student academic assistance used in higher education that targets high-risk courses rather than high-risk students. SI operates on an outreach rather than a drop-in basis in regularly scheduled, out-of-class study sessions held in proximity to the class. Targeted courses are entry-level courses which have demonstrated 30% unsuccessful enrollments (D and F grades, as well as withdrawals). The program is non-remedial and available to all students enrolled in a targeted course.

Campus program directors (SI Supervisors) identify, hire, and train students (SI Leaders) who are deemed content-competent by the faculty member teaching the targeted course. These SI Leaders demonstrate "model student behavior" by actively attending all class sessions, taking notes, and reading all assigned material. These SI Leaders schedule and conduct three or four 50-minute SI sessions per week at times indicated convenient by the majority of the enrolled students. SI integrates learning strategies with course content. Using the course content as a vehicle for learning skills development, SI provides opportunities to discuss the vocabulary of the discipline and complex concepts, organize course material, and practice good questioning in an assessment-free environment. Students who participate in SI earn a higher mean course grade than students who do not participate, including those in a motivational control group (students who desire to attend SI but cannot attend because of schedule conflicts). Differences in performance patterns between SI and non-SI groups are evident regardless of past academic performance. The rates of unsuccessful enrollment (percent of D and F grades and withdrawals) for SI participants are lower than for non-participants. Therefore, rates of unsuccessful enrollment in courses where SI is offered are lower than they were prior to the addition of SI.

Implementation costs vary depending upon the availability of existing staff on the adopting campus who can obtain release time for the operation of this program. The adopting institution bears the cost of a two- to three-day training workshop (approximately $300 plus travel expenses) for the SI Supervisor. SI Leaders can be compensated through part-time wage funds, internships or work-study arrangements. An SI Leader spends an average of nine to ten hours per week on a three-credit course and earns approximately $650 per 15-week semester. SI Leaders are usually provided the course text and a means of printed materials duplication.

Requirements The *Supplemental Instruction* model is adaptable on a variety of campuses and is compatible with existing academic support programs such as learning or tutoring centers, Student Support Services, and Title III and IV programs. No special equipment is needed for implementation, although some duplication of printed material is helpful. A minimum of one full-time professional staff member is needed to maintain the SI program on campus. Programs targeting a large number of courses may require additional staff.

Services The Developer/Demonstrator site will furnish complimentary awareness materials to those desiring more information on the model. Awareness conferences and training workshops are regularly scheduled at the developer/demonstrator site. A waiver of the training fee may be available to institutions committed to adopting the model. Developer/Demonstrator and Certified Trainers are available for on-site consultation and training. (The adopting institution covers travel expenses.) Potential adopters are welcome to inquire directly with the contact persons listed below.

Contact **Mary Garland, (816) 276-1178 or Barb Locascio, (816) 276-1813; University of Missouri- Kansas City; 5100 Rockhill Road SASS 206; Center for Academic Development; Kansas City, MO 64110-2499.**

Developmental Funding: University of Missouri-Kansas City

JDRP No. 81-33 (12/7/81)
Recertified (9/85)

Community Approach to Year-Round Education. (Project C.A.Y.R.E.). Designed to meet student learning needs effectively through the use of an alternative calendar. Approved by JDRP for grades K-8. This program has been used in other settings for grades 9-12.

Description The 45-15 year-round calendar assigns the student population into four groups. Each group attends schools for 45 school days (nine weeks) and then has a vacation of 15 school days (three weeks). These patterns are staggered so that one track is always on vacation. This allows the building to accommodate 33% more students. In addition, the program can create a more consistent total learning program by eliminating large blocks of time (i.e., three summer months) between learning segments. Initially, the adoption of a year-round program is no more than a calendar change. As such, changes in staffing ratios, materials, facilities, operational costs, and curriculum are not necessarily integral parts of the program.

Contact **Thomas Balakas, Project Director; Year-Round Project Dissemination Center; 3855 S. Alicia Pkwy.; Aurora, CO 80013. (303) 693-0611.**

Developmental Funding: USOE ESEA Title III

JDRP No. 78-160 (3/15/78)

Diversified Educational Experiences Program (DEEP). A new method of organizing and managing an academic classroom.

Audience Approved for the apathetic learner, the "discipline problem," the poor attender, and the potential dropout in grades 9-12. It has been used in other settings in grades 6-8 and with the gifted, talented, and creative learner.

Description The major goal of Project DEEP is to develop an instructional process for secondary school classrooms that allows instructors to create an academic environment emphasizing success for every learner while decreasing learner hostility to educational institutions.

DEEP offers students and instructors a method of organizing and managing an academic classroom that differs from the usual classroom model. Students in the DEEP classroom identify needs, formulate objectives, develop tasks based upon these objectives, present group and individual projects based upon fulfillment of objectives, receive teacher debriefing following presentation of the projects, and participate in their own evaluations. DEEP offers learners in academic subjects alternative ways to create, gather, develop and display information. Extensive use is made of electronic and nonelectronic media. The role of the teacher is that of advisor, consultant, and learning-systems manager. The classroom is a workshop where students work cooperatively to complete tasks. Community resources are utilized.

The DEEP classroom is highly structured, but the structure is not the same as in the typical academic classroom. Teachers who demonstrate the ability and desire to change their methods of instruction are trained in the use of these new management techniques. They must be willing to teach one or more DEEP classes along with their regular classes. The teachers are trained as learning facilitators, and the conflict-management process is based on human relations and peer group interaction as well as on teacher-student interaction. Once the training has been accomplished, students can be enrolled in the program as part of the normal scheduling procedure. The project provides management charts and materials along with evaluation procedures.

Contact **J. Connett, Director; Project DEEP; KEDDS/Link; Staff Development Center; 3030 South Osage; Wichita, KS 67217. (316) 833-3960.**

Developmental Funding: USOE ESEA Title III

JDRP No. 76-82 (6/23/76)

Early Prevention of School Failure Migrant Program (For Spanish and English-Speaking Children).

A program designed to prevent early school failure in migrant children. Approved by JDRP as a screening and curriculum planning program for migrant children ages 4-6 in regular or short-term programs.

Description The *Early Prevention of School Failure Migrant Program* provides the necessary screening assessment to determine the migrant child's strengths and needs in developmental skill competencies. The project provides a follow-up program for teachers and parents that helps children prepare for formal reading and writing. The program was adopted during the summer of 1974 by 10 migrant sites in Illinois, Ohio, and Michigan and 18 in Minnesota. Since JDRP approval, the program has been adopted in 40 other states for summer and/or regular migrant programs. The directors of the summer migrant program selected *Early Prevention of School Failure* to assess the developmental level of children age 4 and 5 entering the summer migrant programs. The highly demanding work of learning to read and write requires the development of many prior skills before a child can undertake the complex neurological task of understanding written and oral language. Migrant children at age 6 often are introduced to many formal aspects of reading and writing considerably out of harmony with their developmental timetable. The *Early Prevention of School Failure Migrant Program* provides instructional activities in gross and fine motor, visual and auditory perception, and receptive and expressive language. Training in these areas is valuable for subsequent reading and writing experiences. Parent materials are very effective for use with migrant children's families.

Contact **Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.**

Developmental Funding: USOE ESEA Title I (Migrant)

JDRP No. 77-116 (4/19/77)
Recertified (11/84)

NOMAD: Needs and Objectives for Migrant Advancement and Development.

A school year tutorial, summer education, and family unit program designed to meet the needs of migrant students through individualized instruction. JDRP approved for students of all abilities.

Description The school year tutorial program operates in conjunction with the county's school districts. Certified teachers provide daily intensive instruction in reading, math, and language usage to each student at his or her development level. Enrichment activities in appreciation of culture and the arts and self-concept development are integral parts of the curriculum. The teacher counsels students in social behavior, adjustment to new school situations and teachers, attendance, completion of school, and the advantages of education. The summer program provides six to eight weeks of experiences planned to compensate for the migrant child's interrupted education. Curriculum includes nutrition and health care, cultural enrichment, career awareness, pre-vocational opportunities, reading, math, language arts, science, and social studies. Students 10 years of age and older participate in three of the following pre-vocational programs on a half-day basis: secretarial/clerical, power mechanics, building trades, and commercial art. Students are pretested; identified needs dictate behavioral objectives for each child. The curriculum includes a preschool program designed to prepare migrant children for school. Children are assessed individually and assigned development skills. Social, motor, and oral language development are emphasized. Classrooms are staffed with a teacher and an aide, one of whom is bilingual.

Contact **John H. Dominguez, Jr., Director; Van Buren Intermediate School District; 701 S. Paw Paw St.; Lawrence, MI 49064. (616) 674-8091, ext. 228.**

Developmental Funding: USOE ESEA Title I (Migrant)

JDRP No. 73-21a (4/9/73)

Positive Alternatives to Student Suspensions (PASS). A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior in secondary students. Approved by JDRP for freshman and sophomore students in high-risk entry level college courses.

Description Major activities of the PASS program include individual and group consultations that assist school faculties in developing techniques for dealing effectively with teenage students, affective education and personal development programs for students and teachers, time-out rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments, individual and group counseling for students experiencing serious interpersonal confrontations, and counseling for parents. "Staff Development for a Positive School" and "Communication Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. "Student's School Survival Course" and "Home Survival Course" help students with problems learn how to interact more effectively within their school and home environments.

Contact **John C. Kackley, Supervisor/Consultant, or Ralph E. Bailey, Ph.D., Director; Project PASS; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 823-6696, ext. 45.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-116a (12/6/74)

Public Schools of Choice: High School in the Community (HSC). An alternative secondary school of choice within the public school system.

Audience Approved by JDRP for students of all abilities, grades 9-12.

Description High School in the Community (HSC) is a small, innovative alternative to the traditional high school. It is designed to provide students and their parents with a choice of learning environments within the public school system. HSC is a highly personalized, humanistic program that seeks to improve students' attitudes toward learning and to give them a sense of shared responsibility in the process of their education. Students plan their own schedules with staff advisors. Family Groups (in which a staff member meets with his/her guidance students for an hour each day) allow for open discussion about school and life. The Policy Council (governing body of HSC, composed of students, teachers, and parents) provides the opportunity for students to participate in decisions about their education. HSC does not give letter grades. Students receive descriptive evaluations of work accomplished and suggestions for improvement. No single teaching approach is required. A general atmosphere of high student involvement, innovation, teacher support, and student-to-student affiliation, together with low student competition, has emerged. HSC has consistently compared favorably with other high schools in both cognitive and affective areas. The greatest gains have been made in students' reading skills and attitudes toward school.

Contact **Matt Berenstein; High School in the Community; 45 Nash St.; New Haven, CT 06511. (203) 787-8635.**

Developmental Funding: USOE ESEA Title III

JDRP No. 75-45 (5/15/75)

SECTION D: Basic Skills—Language Arts/Writing

*Ferguson-Florissant Writers Project D-1
Individualized Language Arts: Diagnosis, Prescription and Evaluation D-2
*Profile Approach to Writing D-3
QUILL: Microcomputer-Based Writing Activities D-4
*TALK: Teaching Activities for Language Knowledge D-5
*WR.I.T.&E.: WRiting Is Thorough and Efficient D-6

** Projects currently funded by the NDN*

SUMMARY OF PROJECT SERVICES

												TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
Ferguson-Florissant	D-1	✔			✔		✔		✔	✔			✔	✔	✔	✔	✔	CT,IL,OH,TN,WI	3+
ILA	D-2		✔		✔	✔		✔	✔					✔		✔	✔	GA,IN,IA,MD, MO,MT,NH,NJ,TX	2
Profile	D-3	✔			✔	✔	✔		✔				✔	✔	✔	✔	✔	WI, TX	1
QUILL	D-4			✔	✔			✔	✔					✔	✔	✔	✔	LA,FL,KS,NY,RI	1
TALK	D-5	✔		NEG	NEG	✔		✔	✔	✔			✔	✔	NEG	NEG	NEG	CA,CT,FL,GA,IL,IN, ME,MI,NE,NC, ND,NY,OR,RI SC,HI,WA,WI	<1
W.R.I.T.&E.	D-6	✔			✔		✔	✔	✔	✔			✔		✔	✔	✔	MA,KY,ME,DC, GA,TN,NJ,HI, VA,AL,NY,TX	3

Ferguson-Florissant Writers Project. An inservice program to increase student writing achievement.

Audience Approved by JDRP for teachers of students, grades 3- 12, all ability levels and all subject areas. This has been implemented K-12 in many districts.

Description The purpose of this staff development program is to change the methods of teaching writing. Each day of the workshop sessions includes review of current writing methodology; development of writing skills; and practice of classroom instruction techniques. While a two-stage process is usually employed in traditional writing instruction, (composing and evaluating), a four-stage writing process is employed in the writing project—pre-writing, composing, revising, and evaluating. Revision takes place in small critique groups. Numerous classroom revision methods are presented.

After the training was completed, teachers reported they spent as much as 10 hours each month on personal writing, whereas before training they had spent no time on this activity. They used the four-stage process with their students as well. While grammar and mechanics are typically taught separately from writing, project teachers combined grammar and mechanics with writing for greater effectiveness. They also reported an increase in pre-writing activities such as free writing, focused writing, and non-stop writing. This increased the lag time between assignment and initiation of student writing. Students also used critiquing groups for the revision stage.

Effectiveness Results indicate that students with trained teachers show statistical differences in their writing achievement when compared to students without trained teachers. This teaching process is appropriate in all subject areas and is in agreement with educational research. Writing in content areas is a part of this program.

Requirements The adopters must have one or more teachers trained in a Leadership Training Seminar held either at the adopting site (at anytime) or at the Ferguson-Florissant site (held twice yearly). Ideally, a district would train at least one teacher from elementary, middle level, and secondary to serve as co-leaders of the district inservice to train other teachers. No purchase of new student materials is required. This program may be adopted by a single district or a group of districts in an area who wish to share one training site. Adopting district is to provide training for other teachers given by local trained leaders or project consultants.

Services Awareness materials are available free of charge, and awareness presentations are available on an expense-shared basis. The district requesting the Leadership Training Seminars provide the travel and per diem expenses (if training is done in the local district) or the participant's travel and per diem expenses (if the training is done in Ferguson-Florissant). Visitations are welcome anytime. Leadership Training Seminars are scheduled at least twice a year, in November and April, at the demonstration site located in St. Louis area. An elementary and secondary writing curriculum resource guide to be used by trained teachers is also available for purchase (priced at $12 and $18.50, plus 10% postage, for the elementary and secondary editions.)

Contact **Diane Scollay, Project Director; Ferguson-Florissant Writers Project; Ferguson Florissant School District; 1005 Waterford Drive; Florissant, MO 63033. (314) 831-4411.**

Developmental Funding: USOE ESEA Title II and VII

JDRP No. 82-26 (5/26/82)
Recertified (5/86)

Individualized Language Arts: Diagnosis, Prescription, and Evaluation. A project combining a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition.

Audience Approved by JDRP for grades 3-6. Has been used with grades 1-2, 7-12, college basic skills programs, adult education programs, special education programs, and independent and supplementary programs in written composition.

Description At least three times a year, the teacher evaluates writing samples composed by students on self-selected topics. Utilizing criteria common to nearly all language arts programs, the teacher is then able to assign priorities to the needs of the whole class, groups of students, and individual youngsters. For each objective stemming from this diagnosis, a teacher's resource manual prescribes a variety of writing or revision techniques for all content areas involving writing. Motivation for writing is strengthened by a "communication spiral" that links composition to the other language arts and to real-life experience. A record- keeping system permits students, teachers, administrators and parents to observe growth in writing proficiency from month to month and grade to grade. The program can be combined readily with existing language arts curricula and materials.

Requirements District makes a definite commitment to improving basic writing skills of all students. District sends initial cadre of teachers and administrators to convenient sites for two- day (10-15 hours) training and purchases copies of Teachers Resource Manual (one per teacher @ $10) and Management Manual (for administrators @ $2). District assumes responsibility for extending the program to other grades, classes and/or schools in future years, with turnkey trainers conducting inservice programs. District reports to project on extent and quality of implementation.

Services Awareness materials are available at no cost. Project staff is available to attend out-of-state awareness meetings. Training is conducted in requesting district and states throughout the year. Follow-up assistance is also available to adopters. (Costs for trainers' services, travel, and per diem expenses for awareness, training, or follow-up assistance to be negotiated).

Contact **Jeanette Alder, Project Director; Weehawken High School, Liberty Place, Weehawken, NJ 07087. (201) 865-1506.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-55 (5/23/74)

Profile Approach to Writing. A Program Providing a System for Measuring Student Writing Performance

Audience Approved by the JDRP for all students grades 3-9

Description *Profile Approach to Writing* provides a reliable system for accurate assessment of writing and meaningful feedback to students about their writing. The goals and objectives of the program are to

- increase objectivity and reliability of readers, thereby standardizing writing evaluation,
- reduce teacher grading time, and
- measure student writing performance

Central to the program are the Composition Profile, a holistic/analytic evaluation instrument, and the Extended Criteria. Both were developed for three populations, elementary, middle school/junior high, and high school.

The Profile contains five components, each focusing on an important aspect of writing and weighted according to its approximate importance for written communication. The Content component concerns the **inventio** of writing - having something to say. The Organization component addresses **dispositio**, or the rhetorical principles for arrangement. Vocabulary, Language Use, and Mechanics together deal with **elocutio** - the linguistic and mechanical principles for effective delivery of discourse.

Year long studies conducted in the College Station Independent School District and the Bryan Independent School District found that using the *Profile Approach to Writing*,

- teachers grade more uniformly and objectively than with impressionistic methods,
- grading time is reduced significantly, yet students receive increased and more meaningful feedback with directive comments, and
- evaluation provides an effective means to promote and show student writing progress.

Requirements Essential to the implementation of the program is teacher training in the use of the Profile and Extended Criteria and in the applications of each. The program can be implemented across the curriculum to provide standard grading criteria. In language arts and English classes, the program aids instructors in teaching the writing process and in assigning grades for writing. In other subject areas, the program provides teachers with a guide for assessing writing assignments. It also reinforces the rules, conventions, and guidelines being taught in language arts. The program and the materials required for it can be transferred easily to other locations.

Staff Training (20 participants in a 6- to 30-hour workshop), $350.00; Travel and per diem expenses for one trainer (if needed), $340.00 (est.); Consumables, $10.00; Profile Package (pad of 100 profiles, 25 Criteria Cards, and Profile Guide) $30.00.

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff is available for awareness sessions (cost to be negotiated). Follow- up services are available to adopters.

Contact **Faye Hartfiel or Jane Hughey, 1701 Southwest Parkway, Suite 102, College Station, TX 77840; (409) 764-9765.**

Developmental Funding: College Station Independent School District, in kind. JDRP No. 86-32 (10/30/86)

QUILL: Writing with Computers.

Audience Approved by JDRP for all students in grades 3-5. It has been successfully used for students in grades 6-8.

Description QUILL is a microcomputer-based writing program that provides students with software tools for planning, composing, revising, storing, retrieving and printing written text. QUILL also provides teachers with training and assistance to integrate the software into classroom writing instruction and writing in content areas. The primary purpose of QUILL is to provide students with motivating writing activities in a structured, computer-based format, which allows for flexibility in addressing student ability and interest. Additionally, QUILL offers students use of "real life" microcomputer tools, such as a text editor and message system. Finally, QUILL provides teachers with tools to supplement and expand language arts and writing instruction, especially in the areas of expository and persuasive writing.

Intermediate level elementary students (grades 3-5) have significantly improved (p.<05) the quality of their expository writing, as measured by pre and post writing samples in comparison with a matched control group.

Quill training can also be done on Bank Street Writer and Appleworks.

During two days of training teachers will:

- Learn to use word processing and typing software;
- Get new ideas for writing instruction;
- Develop computer-based writing activities for their classrooms;
- Use the computer to edit and revise their own work; and
- Gain confidence in word processing.

Requirements A 23 teacher training workshop is recommended to implement the program. Software is available at no cost from the project. At least one computer system per class (Apple II with 64K, two drives, 80 column display, green screen monitor, and printer). Computer lab setting is acceptable. No additional staff is required. A local facilitator should be designated from existing personnel.

Services Visitors are welcome at demonstration sites located throughout the country. Awareness materials are available at no cost. Project staff and certified trainers are available for presentations and training on a limited basis. Costs for all services will be negotiated.

Contact **Denise Blumenthal, The NETWORK Inc., 290 South Main Street, Andover, MA 01810. (508) 470-1080.**

Developmental Funding: U.S. Department of Education

JDRP No. 84-10 (3/30/84)

TALK: Teaching Activities for Language Knowledge.

A program improving expressive and receptive vocabulary skills and language, grades K-3. TALK encourages the use of positive reinforcement, active participation, creative thought and fun in learning.

Audience TALK was validated by the Joint Dissemination Review Panel for all elementary students grades K-3. Due to the current emphasis on oral language, TALK is now used in grades K-6, bilingual education, migrant education, special education, gifted education, and in some areas for adult education programs.

Description TALK was designed to improve the oral language skills of children kindergarten through third grades in lower socio-economic area schools where there is an established need. Although the original program began in a lower socio-economic school in Rockford, Illinois, it has been beneficial to children from all strata.

The methodology includes training a language specialist and participating classroom teachers of an adopting school district in the use of the TALK Manual and suggested materials. The language specialist conducts 30-minute oral language lessons twice each week in each participating classroom. In addition, participating classroom teachers utilize the TALK Manual of activities to conduct 30 minute follow-up oral language lessons twice each week. The approach encourages teachers to use a variety of techniques, implementing all modalities and utilizing positive reinforcement, as a means of stimulating oral language. A TALK Manual includes lessons in listening skills, grammatical skills, describing and defining, personal and social awareness, choral speaking, story telling, creative dramatics and puppets.

At the end of a six-month period, the teacher should be capable of interfacing TALK with the classroom instructional program.

TALK students have shown gains of 30% to 80% on standardized tests for receptive and expressive language. These highly significant gains have been obtained at all grade levels.

Requirements The adopting district provides a speech and language clinician or teacher with a background in language development or reading, one hour per week for each classroom receiving TALK. The TALK program can be utilized by a classroom teacher if speech and language staff are not available. After language specialists and classroom teachers have been trained in the program, they can train other personnel in the local district. TALK staff assist adopting districts in evaluating the effectiveness of the program as it is implemented.

Costs Each language specialist and classroom teacher must have a copy of the TALK Instructional Manual, $50. A TALK Training Manual, $25, is suggested for each school district. TALK staff and Certified Trainers are available for trainings. Costs for these sessions are negotiable.

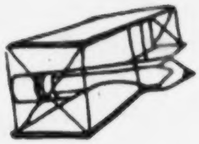
Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Demonstration sites are available for visitation in most states. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). One-day training sessions are conducted at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated). Video tapes for awareness and/or training are available on a no cost loan basis. Statistical analysis of evaluation data is provided to all school districts submitting pre/post test scores to program office.

Contact **Stephanie Hendee, Project Director; National Training Network; 1140 Boston Avenue, Longmont, CO 80501. (303) 651-0833, FAX (303) 776-5934.**

Developmental Funding: USOE ESEA Title III

JDRP No. 78-189 (7/11/79)
Recertified (1/85)

WR.I.T.&E.: WRiting Is Thorough and Efficient



Audience Approved by JDRP for grades K-12.

Description Project WR.I.T.&E. is a K-12 writing program designed to improve students' writing competency and fluency in composing by using a process approach to writing that is developmentally tailored to students' needs.

Based upon the results of 3 experimental studies across different grade levels (3, 4, 5, 7 and 11), students receiving instruction with the Project WR.I.T.&E. curriculum significantly outperform ($p<.01$) comparable control group students in writing ability, as measured by the Holistic Writing Assessment Procedure.

Project WR.I.T.&E. is a practical, classroom-level application of the writing process. It addresses the varying needs of primary, elementary, intermediate, and secondary levels.

Project WR.I.T.&E. has three key elements: Curriculum, Training, and Support System.

The K-12 curriculum is published as a Curriculum Guide, and is based on seven goals: Climate, Fluency, Audience, Writing Process, Writing to Learn, Literacy Skills, and Evaluation.

The three-day staff training includes a published Teacher Handbook, and the support system is included in a Management Handbook for administrators. A Handbook of mini-lessons for skills, strategies, and classroom management is also included.

Project WR.I.T.&E. also provides for Certified Trainers, and publishes a Certified Trainer Handbook.

Requirements Adopters must identify a need for improving writing ability. Supervising personnel are expected to attend the three-day training along with teachers. The Project W.R.I.T.& E. system for monitoring, followup, and support is a requirement. WR.I.T.&E. does not require the addition of new staff for replication, but staff retraining is necessary, and teachers who implement Project WR.I.T.&E. must attend the initial three-day workshop, or a three-day follow-up workshop provided by a turnkey trainer. Initial workshops for up to 30 teachers can be provided in summer or at any time of the school year.

Services Project staff is available to conduct workshops as well as awareness sessions either at the Project site or elsewhere. Visitors are welcome to visit the Project by appointment. Project staff is also available to provide technical assistance in conducting a writing needs assessment and in holistic scoring of writing samples. Program costs include training workshops, teacher curriculum guides, holistic evaluation, student composition books, quarterly student publications and an annual young author's conference. Initial installation cost per student (N=600) is $15.25 with a recurring installation cost per student of $7.18 with a recurring cost after year three of $1.60.

Contact **Mr. Walter J. Vail, Project Director; or Patricia Rubin and Mary Conover, Project WR.I.T.&E.; Glassboro Board of Education; North Delsea Drive, Glassboro, NJ 08028. (609) 881-2290.**

Developmental Funding: ESEA Title IV-C

JDRP No. 84-12 (3/26/84)

SECTION E: Basic Skills—Mathematics

*Astra's Magic Math E-1
CAMEL (Calculator Assisted Mathematics for Everyday Living) E-2
Classmate 88 Mathematic Computational Skills Program E-3
Competency Based Program for Mathematics Mastery (CBPMM) E-4
*Comprehensive School Mathematics Program (CSMP) E-5
Conceptually Oriented Mathematics Program (COMP) E-6
*Decision Making Math (DMM) E-7
Diagnostic Prescriptive Arithmetic (DPA) E-8
DPI E-17
*Effective Videodisc Instruction E-9
*First Level Mathematics (Kindermath) E-10
"GO-Metric": A Supplemental Low-Cost Metric Curriculum E-18
HOSTS Math: Help One Student To Succeed E-11
Individualized Prescriptive Arithmetic Skills System (I PASS) E- 12
M2C: Math Motivational Centers E-13
Mathematics Achievement Program (MAP) E-19
*STAMM: Systematic Teaching and Measuring Mathematics E-14
*Success Understanding Mathematics (SUM) E-15
Team Accelerated Instruction: Mathematics (TAI) E-16
Title I Mathematics Computer Assisted Instruction (CAI) E-17

** Projects currently funded by the NDN*

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
Astra's Math	E-1	✔		✔	✔	✔	✔	✔	✔	✔			✔		✔	✔	✔	AR,CA,DC,IL,IN,MN,MO NE,NV,NY,NC,ND,OK,OR DE,TN,WV,WI,KY	<1
Classmate 88	E-3			✔	✔	✔	✔		✔				✔	✔	✔	✔	✔	None	2
CSMP	E-5	✔			✔	✔		✔	✔	✔			✔	✔	✔	✔	✔	MA,MD,ME,MI,MN,MO, SC,NE,NY,NC,OH,OK, OR,PA,VA,WA,CO GA,AK,AR,IL	(K-1) 1 (2) 2 (3-6) 3+
COMP	E-6			✔	✔	✔		✔	✔	✔			✔	✔	✔	✔	✔	AZ,ME,NC	1
DMM	E-7	✔			✔	✔	✔		✔					✔	✔	✔	✔	None	1
DPA	E-8				✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	✔	MT,AK,MO, ME,WA,CO,OR	2
First Level Math	E-10	✔					✔	✔	✔	✔			✔	✔		✔	✔	AK,PA,IL,MN,SD,TX, NY,FL,NJ,MS,WA,VA	<1
GoMetric	E-18			✔	✔	✔								✔	✔	✔	✔	None	2
HOSTS Math	E-11		✔				✔	✔	✔	✔			✔	✔			✔	AR,PA,NE	3+
I PASS	E-12				NEG		✔	✔	✔			✔	✔	✔	✔	✔		None	1
MAP	E-19						✔		✔				✔				✔	None	1
STAMM	E-14	✔			✔	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	CO,NM,GA,MT,NE,NH, VA,WV,NC,CA,IA	2
SUM	E-15	✔			NEG	NEG	✔		✔	✔			✔	✔		NEG	NEG	MO,ND,TN,MN CO,ID,KY,NM,VA	1 to 2
TAI	E-16			✔	✔	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	MD,IN,MA,ME,TN	1

Astra's Magic Math Beginning Math Program. A 22-unit success-oriented, developmentally appropriate beginning manipulation math program employing an organized oral language based, multi-sensory approach using techniques for a foundation of any math system or program. May be used as a basic or supplemental program.

Audience Approved by JDRP for kindergarten students. This program has been used in other settings for beginning first, preschool, special education, bilingual education (Spanish), ESL, and Chapter I students in primary grades.

Description *Astra's Magic Math* increases math achievement by promoting the acquisition of basic problem-solving math skills while helping children develop positive self-images. Throughout 22 self-contained units, the multi-sensory program utilizes oral language, manipulation, and writing activities during daily twenty- to thirty-minute lessons. The program utilizes discovery, mystery, and memory aids. It combines frequent repetition and immediate correction or confirmation of children's responses with a game-like presentation of materials and positive feedback from the teacher. Large posters are used for thematic whole group language development. The program includes interactive large group activities and individual mastery worksheets. *Astra's Magic Math* stresses positive reinforcement and a belief in the ability of each child to succeed. Interest is stimulated through the use of Astra, a make-believe character from outer space. The program is designed to develop the positive academic self-concept and independence of young children, while satisfying their intellectual needs. Program begins with concrete manipulatives, progresses to abstract paper/pencil via oral language. Fosters logical thinking, problem solving, discovery and interaction. Includes classification, computation and estimation.

Astra's Box, an essential program motivation, contains lesson materials for the day and stimulates curiosity in the children. The children believe Astra is the source of homework and badges awarded to them for each unit. Astra also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with her. This promotes a thematic unit, developmentally appropriate, integrated curriculum.

Kindergarten participants in the program have demonstrated gains in excess of 30 NCE's during a six-month period as assessed on the mathematics sub-scale of the Comprehensive Test of Basic Skills.

Start up costs for basic non-consumable materials—*Astra's Magic Math* are $75.00 per classroom. Additional non-consumable supplementary materials which enhance the program are available. Contact project for detailed list. Suitable as basic or supplemental program.

This program is also available in a Spanish version.

Requirements The program can be implemented in a typical classroom using regular teachers. A half-day to one-day training session is highly recommended. The only materials that must be purchased are the *Astra's Magic Math Manual* and *Astra's Box*. A variety of other educational and motivational materials to enhance the program is useful and highly recommended.

Services Awareness materials, grant writing packet, correlation to Texas Elements, and half-hour awareness video tape are available at no cost. A three-hour training tape (VCR) is also available for rent or purchase. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopters pay only their own costs). Implementation and follow-up services are available to adopters (costs to be negotiated). A three-day Certified Trainer workshop is usually held in San Francisco in July.

Contact **Jeanne Stout Burke, Judith Brown or Gretchen Ross, Co-Directors; Astra's Magic Math; Sunshine Gardens School, 1200 Miller Ave.; South San Francisco, CA 94080, (415) 588-8082.**

Developmental Funding: Private

JDRP No. 83-54 (1/24/84)

CAMEL (Calculator Assisted Mathematics for Everyday Living). A curriculum to increase the computation and application skills of general mathematics students.

Audience Approved by JDRP for 9th and 10th grade general math students.

Description CAMEL is an individualized two-year program for those students who have had little or no success in mathematics. These students usually have computational deficiencies that preclude their mastering many of the "living skills" concepts that are part of everyday life for most people. CAMEL is based on the premise that these students can and will learn these concepts if the amount of computations is reduced. Students in a CAMEL classroom use calculators to perform the computations necessary to learn and apply these concepts. All examples show how the given information is analyzed and entered in the calculator. All example answers are explained and are identified with units or labels where appropriate.

Paper and pencil computations are not excluded by use of the calculator. The program includes eight computations modules that the students must work using paper and pencil if they cannot demonstrate mastery of the skill on a pretest. Paper and pencil computations should take less than 20% of the students' time.

While CAMEL was developed for use in a regular classroom and is primarily used there, the individualized nature of CAMEL makes it appropriate for any group that is highly transient and not well motivated. In the developing district CAMEL is also used in the Juvenile Detention Center, the Alternative School for Disruptive Students, The Center for Emotionally Handicapped or Learning Disabled Student, and The Half-Way House for Young Adults.

Requirements The CAMEL program can be implemented by any math teacher. Teacher-student ratio 1:30. A one-day training session is desirable but not necessary. No special facilities are needed. Each student in the program should have access to a calculator. A set of CAMEL materials is required and consists of eight computational modules, 31 applications modules, and two applications review modules; teacher and manager manuals; complete set of pre- and post-tests with answer key. A management system to help the teacher is also part of the program.

Costs One set of calculators ($9 each) and one set of CAMEL materials ($450) which can be used by one to five classes per day. Costs of expendable materials vary depending on the number of students involved.

Services CAMEL Resource Staff Project consultants provide technical assistance and training in program implementation. Visitors are welcome to visit a demonstration school. Awareness materials are available.

Contact **Whiteford G. Colee, Project CAMEL; P.O. Box 1910; Daytona Beach, FL 32015-1910. (904) 255-6475; Suncom 391-1011.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-5 (2/17/82)

Classmate 88 Mathematics Computational Skills Program. A pullout program incorporating technology to improve the basic mathematical computational skills of economically disadvantaged children.

Audience Approved by the JDRP for educationally disadvantaged children in grades 4-6.

Description Classmate 88 is a daily pullout program that uses technology as well as paper and pencil activities and fact cards. This provides drill and practice in basic mathematical computational skills as well as concepts and applications. The supplementary mathematic project is for 32 weeks providing 53 hours of additional instruction during the school year. The project is designed to serve children, each using a programmed math machine or computer, in groups of three for twenty minute sessions daily. Since this is an individualized project, each three students come from the same grade level. The Resource Teacher, working with the classroom teacher, schedules the students into the project so they will not miss the "core" or basic subject areas. The time out of class is during Art, Music, Gym, study periods, or recess. Student placement in Project Classmate 88 is determined through a multi-step process which begins with the Classroom Teacher and the Resource Teacher. An assessment is made of the student's level of functioning through a combination of placement tests developed by the South Bend Community School Corporation as a guide for placing students into the right operation achievement programs. The problems for each section within a test are weighted according to the skill level. The number right determines the starting level for the student. As the student works through each program, the tutor monitors his/her progress, giving assistance as needed. All progress charts, work sheets, and papers are kept in the student's individual folders. Student sets his/her own learning pace as he/she works towards a mastery of computational skills and proceeds to the next program. The unique technological feature of the program is the use of a programmed math machine known commercially as Classmate 88. This machine provides practice in computational skills by (1) presenting computational problems appropriate for the student one at a time; (2) providing immediate feedback after the student has worked the problem by hand and input the answer; (3) noting when the answer is not correct; and (4) summarizing the student's performance on the set of problems; and (5) generates exercises for worksheets and tests automatically. This tape is used by the tutor and consultant to monitor and record progress. The Classmate 88 programmed math machine contains seventy (70) hardwired programs that have been developed to help children reach the specific computational problems. Note that the programmed math machine does not do the calculation for the student.

Requirements All equipment, materials, and strategies used in Classmate 88 can be duplicated. Adopters must either purchase Classmate 88 machines, or use Apple IIe or IIGS computers, copy the curriculum guide, and provide a system for on-going monitoring and support activities. Additional staff using para-professional personnel are necessary for replicating the project. The project has a three-day workshop that has been effective in training tutors to use the Classmate 88 machine and/or a computer, the curriculum and teaching techniques. Special materials are not necessary, with the exception of the Classmate 88 programmed math machine, paper tapes, and ribbons.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Costs, including personnel, equipment, consumable materials, and equipment maintenance average $175.25 per pupil (N=48) for the installation year and $127.22 per pupil for subsequent years.

Contact **Janice M. Putz, Chapter 1 Department, South Bend Community School Corporation; 635 South Main Street; South Bend, IN 46601, (219) 282-4181.**

Development Funding: ESEA, ECIA

JDRP No. 85-11 (9/9/85)

88

Competency Based Program for Mathematics Mastery (CBPMM). An individualized diagnostic/prescriptive remedial math program.

Audience Approved by JDRP for grades 7 and 8 educationally handicapped students.

Description *The Competency Based Program for Mathematics Mastery* (CBPMM) incorporates a prescriptive learning competency based instructional approach. It draws on Bloom's *Learning for Mastery* and Keller's *Personalized System of Instruction*. Students are identified as needing mathematics remediation on the basis of their performance on the mathematics section of a district administered test. Placement tests for each strand are then administered to determine the sub-area into which the student will be placed. The student's instruction is based upon a prescription derived from these placement tests. The students then complete a mastery test appropriate for that strand. Each strand can be applied independently and students only work on the strands indicated by their placement test. Diagnostic and/or error pattern tests are used on as-needed basis. The error pattern tests determine why a student is not mastering certain material so that he/she can unlearn the misconception behind the problem. A total of 82 tests have been developed for use in the project. These include 41 diagnostic and error pattern tests, 11 placement tests, and 30 strand mastery tests. These tests have been through standard developmental processes including validity and reliability assessment. The error pattern tests assess the method the child uses to solve the problem as well as the answer. Thus, appropriate remediation can be applied.

The staff has developed 20 instructional games, 750 instructional puzzles, an instructional listening exercise , a deductive problem solving exercise, and 900 other manipulatives directly related to the CBPMM curriculum. Aside from project developed materials, commercial games, duplicating manipulatives, workbooks, textbooks, tapes and filmstrips can be used as supplemental material. A start-up kit is available which includes staff developed materials such as samples of *mathmatchtics* puzzles, several manipulatives, instructional games, and a listening exercise. A limited amount of equipment also is required for start-up operations. Practically all of the equipment essential to the program is traditionally found within schools. These include items such as typewriters, filmstrip projectors, cassettes, laminating machine, etc.

Requirements The adopting school district must conduct an 18 hour workshop on implementing project components. Certain specified materials should be available.

Costs Start-up costs depend on materials, personnel, and equipment already available. Contact project for more specific information.

Services Training can be provided by project staff at the expense of the adopting district. Other information available.

Contact **Linda Shibley, Director; Southeast Junior High; Rt 3; 2001 Ohio St.; Pine Bluff, AR 71601. (501) 535-6070 or -6478.**

Developmental Funding: Title IV-C

JDRP No. 83-16 (3/8/83)

Comprehensive School Mathematics Program (CSMP). An exciting, complete elementary-level mathematics curriculum with a focus on problem-solving and developing critical thinking as well as teaching basic skills.

CSMP

Audience Approved by JDRP as a sequential mathematics curriculum for students of all abilities, grades K-6. CSMP students do better in applying mathematics to new problem situations and in using various reasoning skills. They learn traditional mathematics skills and concepts as well as or better than comparable non-CSMP students, and they show a higher level of enthusiasm and interest in mathematics.

Description An underlying assumption of the CSMP curriculum is that children can learn and can enjoy learning much more mathematics than they do now. Unlike most modern programs, the content is presented not as an artificial structure external to the experience of children, but rather as an extension of experiences children have encountered in their development, both at the real-life and fantasy levels. Using a "pedagogy of situations," children are led through sequences of problem-solving experiences presented in game-like and story settings. It is CSMP's strong conviction that mathematics is a unified whole and should be learned as such. Consequently, the content is completely sequenced in spiral form so that each student is brought into contact with each area of content continuously throughout the program while building interlocking experiences of increasing sophistication as the situations become more challenging.

A feature unique to CSMP is the use of nonverbal languages that give children immediate access to mathematical ideas and methods necessary not only for solving problems, but also for continually expanding their understanding of the mathematical concepts themselves. Through these languages the curriculum acts as a vehicle that engages children immediately and naturally with the content of mathematics and its applications without cumbersome linguistic prerequisites. Other tools, such as the Papy Minicomputer, the hand-held calculator, various geometry tools, and random devices are used extensively throughout the curriculum to pose problems, explore concepts, develop skills, and define new ideas.

CSMP is flexible enough to facilitate whole-group, small-group, and individualized instruction. It is appropriate for all children including specialized audiences such as gifted, compensatory, and bilingual. It recognizes the importance of affective as well as cognitive concerns and has been developed and extensively tested in classrooms nationwide.

Requirements School systems and CSMP agree on an implementation plan that provides for the training of teachers, the evaluation of the program, and support services. The school system appoints a local coordinator who maintains contact with CSMP as a member of the CSMP Network.

Services Awareness materials are available at no cost. With advance notice, arrangements can be made for visitors to observe the program in use in a variety of sites. Project staff is available to attend out-of-state awareness meetings. Training is conducted at the project site or at the adopter site. Implementation and follow-up services are available to adopters.

Contact **Clare Heidema, Director, CSMP, 12500 E. Iliff Ave., Suite 201, Aurora, CO 80014, (303) 337-0990.**

Developmental Funding: USOE ESEA Titles III & IV, and National Institute of Education

JDRP No. 78-169R (3/17/78)
Recertified (3/13/84)

Conceptually Oriented Mathematics Program (COMP). An outcome-based objective-oriented mastery learning mathematics program designed to meet the needs of all children.

Audience Approved by JDRP for students of all abilities, grades 1-8. This program has been used in other settings with grades 9- 12. K materials are also available.

Description The *Conceptually Oriented Mathematics Program* is an objective based, mastery learning mathematics program that provides sequential mastery skills with corresponding instructional materials to be mastered in the basic skills area of mathematics. It is designed to meet individual needs through small-group instruction. Inservice training includes effective classroom management techniques to improve teaching techniques. Students are tested to determine their individual strengths and weaknesses and are grouped accordingly. The program provides continuous progress through the use of materials organized into 25 instructional levels. Nine strands are developed for mastery in these 25 levels. Each level has been broken into two or more steps. Step Z in each level provides additional materials for the gifted and talented students. Critical thinking skills are developed throughout the 25 levels. All COMP math objectives are correlated to major math textbooks. Correlations are included in the COMP Guidebooks. The program utilizes cooperative planning and teaching. The ideal instructional situation is one in which each teacher has no more than two instructional groups. It is the intent of the program to encourage teachers to be creative in their teaching and to adapt the program to the learning styles of their students. **Key Elements:** placement testing; teaching by objectives via COMP Guidebooks; and COMP Activity books; small-group instruction; criterion-referenced testing; computerized drill and application activities (Levels 1-12, Grades 1-5); cooperative teaching and planning; continuous progress for students; administrator involvement; school-community-parent relations. **Effectiveness:** Students who participate in the COMP math program continue to make significantly greater gains in math achievement scores than their peers who participate in other math programs. COMP student gains have continued to grow over the 15 years COMP has been an NDN program. Effectiveness data are widespread, including Maine, North Carolina, and Texas. Recently a district-wide study on achievement gains in Corpus Christi, Texas showed COMP math students made significantly greater gains over the 5 years of the study than the same students made in reading or other subject areas which had been equally targeted for improvement during the same time span.

Requirements One day of training prior to implementation is required. All teachers and administrators involved in adoption should attend. One day of training following implementation is also suggested. Adopter school needs will determine the scheduling of this training. Adopter designates one staff member to serve as project contact person and coordinator. The adopter is responsible for honorarium, travel and per diem for trainers.

Services Awareness materials are available at no cost. Visitors are welcome at demonstration sites anytime by appointment. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site. Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact **L. Leon Webb, Director—Lois Petersen, Asst. Director—Lynne Hall, Trainer; 161 E. First St.; Suite 5; Mesa, AZ 85201. (602) 969-4880.**

Developmental Funding: USOE ESEA Title III
JDRP No. 74-114 (12/6/74)

Decision Making Math (DMM). A program for improving students' capabilities in identifying, analyzing, and solving problems.

Audience Approved by PEP for students in 7th and 8th grade math classes and 9th grade General or Basic Math classes.

Description DMM encourages students to be more comfortable and capable problem solvers by putting mathematics in the context of situations they might face in real life.

DMM is a supplement to the regular math program. Using student guides, worksheets, strategy cards, and home activities, developed especially by this program, DMM develops higher levels of thinking skills to solve problems in the world of hamburgers, money, cars, home, and allowances. Specifically, DMM teaches students to: analyze problems and select strategies for solutions, and apply problem solving skills to everyday situations. Tables, charts, maps, and reference books are often used in this instruction. Students are encouraged to solve and develop problems independently, with classmates, and with family members. Staff development, follow-up technical assistance, and monitoring are included in the DMM program.

When compared to both local groups and national norms, the DMM program produced statistically significant differences on the *CTBS Mathematics Concepts and Applications* sub-test.

Requirements As DMM supplements the regular math program, adopters must plan to use the program for approximately one-fifth of the mathematics time. They must plan for a full day of inservice training, have access to the materials, duplicate student pages, implement the program, and evaluate student performance for adoption. A restructuring of curriculum is not required.

Services Initial costs include the one-time purchase of the DMM Binder, 16 Student Workbooks, and 128 Strategy Practice Cards (one set per teacher) for $99.00. One day in-service training is available and recommended. The in-service is designed for next day implementation.

Contact **Director, Education and Technology Foundation, 4655 25th Street, San Francisco, CA 94114; (415) 824-5911.**

Developmental Funding:

JDRP No. 87-10 (6/1/87)

Diagnostic Prescriptive Arithmetic (DPA).

A basic arithmetic program with emphasis on developing, modeling and mastering the basic concepts and skills.

Audience Approved by JDRP for students functioning at grade levels 3-5. This program has been used in other settings with grade levels K-6.

Description DPA is a Project developed and written by Matthew Scaffa in Staten Island Schools. It is a process oriented program emphasizing the development and refinement of teacher modeling and questioning skills. DPA is an arithmetic program and includes counting, place value, addition, subtraction, multiplication, and division of whole numbers. Problem-solving skills are developed and reinforced through ongoing experiences with estimation and approximation, data collection, organization and interpretation, and real-life applications of arithmetic skills. Diagnostic tests for the major arithmetic topics (three levels) are used throughout the year to determine students' strengths and weaknesses both in concepts and skills. Prescriptions are then planned using the DPA Teacher's Manual, manual supplement, and other DPA resource materials. Each of the concept- developing and reinforcement activities in the Teacher's Manual has specific objectives related to the arithmetic instructional sequence and the diagnostic test items. The manual also includes descriptions of ongoing mathematics experiences, recordkeeping procedures, classroom management techniques, and instructions for developing a variety of teacher-made materials.

DPA can be used in self-contained elementary grade classes as the arithmetic component of the mathematics program or as a co-curricula remediation program (PSEN; Chapter I). Both approaches are essentially the same. A topic section of the DPA diagnostic test is administered, and the results are analyzed for group and/or individual needs. These data are recorded on the analysis chart, which aids the teacher in forming instructional groups and planning a program. Each student begins at his/her level of understanding. He/she may work with or without the teacher in a large group, small group, or independently. The student may use concrete materials for modeling a basic concept and may work with a DPA activity for reinforcing a new skill. The student may complete a written activity for practice or may help in the school by applying arithmetic to a real-life situation. This is a concept-based program that uses manipulative and physical materials and is adaptable to special education students.

Requirements A district must take the following steps: request training or awareness session; provide for the release of participating teachers for training; purchase necessary materials; and encourage cooperative planning and exchange among teachers.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at various demonstration sites. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Follow-up services are available to adopters (all expenses must be paid). Start-up costs for curriculum and testing materials are about $7 per pupil or $200 per classroom or resource teacher.

Contact **Bonnie Hawthorne, Kessler School District #2; 2420 Choteau; Helena, MT 59601 (406) 442-0150 or Sally Logan; 417 N. Main, Louisiana, MO 63353 (314) 754-5953**

Developmental Funding: USOE ESEA Title I

JDRP No. 74-68 (9/18/74)
Recertified (11/84)

Effective Videodisc Instruction in Core Mathematics Concepts. A project designed to improve math achievement with diverse groups of learners by enhancing instruction through the use of videodiscs and print materials.

Audience Approved by PEP for students of all ability levels in grades 5-7, including remedial, mainstreamed, and mildly handicapped students.

Description The program enhances the ability of teachers to provide instruction in mathematics through the classroom use of videodiscs. The technology is used to emphasize prerequisite skills, providing systematic review and guided practice in small steps.

The teacher, using a handheld remote control, conducts the videodisc lesson while monitoring and supporting students. Videodisc demonstrations are briskly paced, with intensive questioning. Each lesson has five to seven major checkpoints; if students are experiencing difficulty, the teacher can provide additional guided practice through the videodisc. To ensure an emphasis on concept development rather than rote learning, two or three sets of parallel examples are available for reteaching.

The combination of quickly paced video demonstrations, intensive questioning, and increased presence of the teacher on the classroom floor all enhance academic learning time.

Each videodisc program consists of videodiscs, student workbooks, and a teacher's manual. Workbooks are primarily used for independent practice. During the interactive videodisc activities, most of the written student responses are made in notebooks. Student interaction is intensive, and demonstrations are rarely more than 30 seconds before a written response is required.

Evidence of Effectiveness Implementation of the program has consistently and substantively improved student achievement when compared with pre-existing instructional programs. The program has shown considerable strength in addressing the needs of low achievers and mildly handicapped students. The program has supported regular classroom teachers' efforts to teach special education in the regular classroom.

Requirements Color television and videodisc hardware are required to implement the program. No additional personnel are required. Training is provided in the cost of purchasing the materials.

Costs Most Grade 5 implementation would use the fractions and decimals program, with a total of four videodiscs containing intense instructional support for more than 50 hours of instruction. Higher grades would add the 40-hour, three-disc word problems program. The typical Grade 5 costs would be $2,600 per building (three to four fifth grade teachers) and include the videodiscs, teacher's manual, 35 fractions workbooks, 35 decimals workbooks, and permission to copy workbooks. Videodisc players are $400-$650, and a color television monitor is needed. As a volume discount, a free videodisc player will be provided with every seven discs ordered.

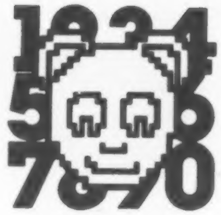
Services Staff development (included in the cost of materials) involves an initial two- hour training session and an individual follow-up visit with the teacher during the second week. Included in each videodisc program is a placement test to check on skills development, a tool which can be used for management and monitoring.

Contact **Alan Hofmeister, Technology Division, Developmental Center for Handicapped Persons, Utah State University, Logan, UT 84322-6800. (801) 750-1000.**

Developmental funding: Federal Office of Special Education Programs

PEP No. 89-11 (5/17/89)

First Level Mathematics (Kindermath). A comprehensive program in math fundamentals using concrete objects and actual physical operations for initial math instruction.



Audience Approved by JDRP for children in their first year of mathematics instruction, kindergarten or first grade.

Description The program is diagnostic/prescriptive in nature, providing a sequential curriculum for individual developmental growth. The ninety lesson curriculum consists of the following nine components: same and different; patterns; sets zero to five; shapes; sets six to ten; numerals six to ten; signs; and addition/subtraction. Key elements of the program are developmental hierarchies, mixed instructional modes, low child-teacher ratio, and extended curriculum range.

The program has been designed to be used by both regular and special education teachers. Because it is available in Spanish, it is also appropriate for use in bilingual and ESL programs.

The entire program is also available for the computer. The 13-disk system is tutorial in nature, uses a voice synthesizer, and may be utilized without the assistance of the teacher.

As a result of participation in the program, children in their first year of mathematics instruction demonstrated statistically significant growth in knowledge of mathematics relative to national norms, as measured by CIRCUS Level A and B.

Requirements Program may be implemented in an individual classroom, a single school, or a district. Teachers wishing to implement the program and management system should attend a training workshop, which is most often held at district or regional sites. Administrators and para-professionals are also encouraged to attend training sessions. A training tape, complete with training manual, is available for use by those who prefer this type of workshop.

One *Kindermath* kit is required per classroom. Software for the program (if desired) exactly matches the lessons in the original kit.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff is available to attend out-of-state awareness meetings. Training is available at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact **Ms. Mary Alice Felleisen; 38 North Waterloo Road, Devon, PA 19333, (215) 687-6252.**

Developmental Funding: PRIMAK Educational Foundation

JDRP No. 84-1 (1/24/84)

HOSTS Math: Help One Student To Succeed. A diagnostic/ prescriptive/individualized approach designed for at-risk students.

Audience Approved by JDRP for remedial math instruction in junior high students.

Description HOSTS Math is a self-contained program which includes a diagnostic/prescriptive component which accurately places students in a precise sequence of math skills. Each youngster moves from one skill to the next as mastery is demonstrated. Teachers are provided with lesson plans for each skill which are designed to build a conceptual understanding before proceeding to the symbolic level of drill and practice. Material is offered in manageable segments with attainable goals for students. HOSTS Math is compatible with all major math basal series.

Complete lesson plans, student worksheets, tests and answer sheets are provided for paper and pencil work covering 18 strands. Fourteen computer disks, designed for the Apple II series computer are included for drill and practice as well as testing, along with a class management component and record keeping capability. The program specifies the use of manipulatives for each objective to provide the instructor with several options to encourage mental math, problem solving and development of higher order thinking skills.

The program has been used successfully in pull-out, special education, replacement, and classroom supplement models utilizing one-on-one tutoring or small group instruction. Annual data from operational sites consistently record NCE gains in double digits.

HOSTS Math has been designed to offer several options to accommodate various learning styles and provide a fun-to-learn atmosphere for instructors and students. A HOSTS Reading program is also available.

Requirements Teachers, para-professionals, teaching assistants and administrators participate in a three-day pre-implementation in-service training. HOSTS trainers call on each site on a regular basis to observe, coach, counsel and advise the instructors to assure success. Math sites require an Apple II computer (or compatible model) with dual disk drive and printer. Student materials may be reproduced by school or purchased from HOSTS.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at over 100 operational sites in 8 states. HOSTS staff provides initial training on-site, continued professional service and training. New personnel and replacements are trained at no additional charge. Material updates and new components are provided each year to HOSTS subscribers. Initial implementation costs are $14,900. Thereafter, service and licensing costs are $1,990 per year.

Contact **William E. Gibbons, Chairman; 1801 D Street, Suite 2, Vancouver, WA 98663. (206) 694-1705.**

Developmental Funding: USOE ESEA IV-C, private

JDRP No 82-8 (4/9/82)

Individualized Prescriptive Arithmetic Skills System (IPASS). A computerized criterion-referenced testing and instructional program in basic mathematical skills utilizing microcomputers.

WE ALL PASS WITH ipass

Audience Approved by JDRP as a supplementary mathematics program for grades 5 and 6. Developed as, and is an ongoing Chapter I program.

Description IPASS was designed to increase the achievement of intermediate grade students in mathematics through the use of advanced technology in the form of microcomputers. IPASS employs microcomputers and specially designed software as an integral part of both instruction and the management of student progress in a compensatory education setting. IPASS is an efficient and highly cost-effective project.

IPASS includes locally developed criterion-referenced tests, instructional and management software, cross-referenced tests, cross-referenced instructional resource file, and guides for teachers and students. IPASS objectives can be used to supplement most mathematics curricula without modification.

IPASS is designed as a "pull-out" program in which the student receives two 30-minute sessions per week. IPASS can be adapted to a classroom or laboratory setting. A teacher or aide using two microcomputers can serve up to 40 students per week. Locally developed instructional materials can be integrated into the remediation process. IPASS is available for R/S TRS-80 models III and IV, R/S Color disk (32K) Apple IIe IBM/Compatibles. Cassette version no longer available. Adopted in more than 120 school districts in 20 states. Original funding Chapter I. Evaluation data is available upon request.

Requirements An approved microcomputer and printer must be available. A training program is required for school personnel implementing the program. No prior experience with computers is necessary.

Costs A fee of $250 is charged for the IPASS software, including computer programs, criterion-referenced tests, student profile sheets, instructional resource file, and procedure guides for teachers and students. One copy of these materials is included and permission is given to reproduce any and all of these materials and programs in quantities necessary for the adopting school district.

Services Demo diskette for IBM/Compatibles, Model III, IV and color Apple IIe available $20. Awareness materials available at no cost. Visitors are welcome at any time by appointment. Project IPASS staff members are available to explain and demonstrate IPASS both at in-state and out-of-state awareness meetings (cost to be negotiated). Training is conducted at the project site and is also available at an adopter site (cost to be negotiated). Implementation and follow-up services are available (costs to be negotiated). Telephone hot-line is available to adopter districts at any time during normal hours.

Contact **Robert R. Reynolds, Director; Project IPASS; Pawtucket School Department; Park Place; Pawtucket, RI 02860. (401) 728-2120.**

Developmental Funding: USOE ESEA Title I

JDRP No. 82-23 (5/27/82)
Recertified (6/5/86)

M2C: Math Motivational Centers. A pull-out program that provides intensive remedial instruction.

Audience Approved by JDRP for students in grade 9.

Description In each Math Center, which is set up to operate separately from the math classrooms, are located state-of-the-art materials for instruction in basic math skills. The M2C instructional management system provides for diagnosis, through criterion-referenced pretests, of each student's strengths and weaknesses in specific skills. Prescriptions guide the teacher and students to appropriate learning materials which are available in several modes. The management system has been designed to increase actual time on task to the maximum possible in each class period. Mastery of each instructional unit is measured by criterion-referenced posttests. A simplified recordkeeping system is used to document each student's progress through his or her own curriculum path. The component skills of mathematics have been tagged with 239 separate learning tasks and a series of matched math action applications. Each student has a folder in which all of the numbered tasks and applications appropriate to the level of study are listed with check-off boxes. As the student completes a unit, and passes the test that goes with it, the progress can be recorded on the folder to allow the student to identify the exact skills mastered and the progress being registered. The units also include a concordance of textbooks, workbooks and coded materials for study to master the indexed skills. The materials are cross-referenced to levels, lesson number and page number for each skill.

Each Math Center is under the direction of an instructor who works with the students and reports their progress to the regular math teacher. Skill diagnosis and determination of individual needs are first determined by the regular math class teacher. Computer-assisted instruction is also a part of the center. The terminals are not only important in providing motivation for the student, they also provide the opportunity to become literate in the use of computers, a skill becoming more and more essential in the modern world. Parents are involved as both tutors and learners at the Math Centers. The program is currently expanding the opportunities for participation in the Centers. Students are able to drop in as their schedule permits to work on their own and work with fellow students in peer tutoring.

Requirements Center can be established per teachers' manual directions; however, site visitations and workshop recommended.

Services Visitors welcome at project site by appointment. Training will be given at workshops. Time and place for workshops will be sent upon request. Brochures are also available upon request. Estimated cost to implement a Center other than computer hardware is $500 per Center, which includes teacher's manual, computer software, and training. (This does not include travel to training site). Please note, M2C Center can be established without the computer component. (See description.)

Contact **Carolyn Rosenfield and Raymond Senes; 105 Main Street; Norwalk, CT 06852. (203) 847-0481. Ext. 266 and 258.**

Developmental Funding:

JDRP No. 83-24 (3/14/83)

STAMM: Systematic Teaching And Measuring Mathematics. A complete mathematics curriculum that provides continuous progress in mathematics for students in grades kindergarten through high school.

Audience Approved by JDRP for students of all abilities, grades K-8. This program has other materials available for usage with grades 9-12, but no evidence of effectiveness has been approved by JDRP.

Description *Systematic Teaching and Measuring Mathematics* (STAMM) is an innovative mathematics curriculum that stresses continuous progress for students from kindergarten through high school. STAMM is composed of carefully designed performance objectives, tests, and assessment strategies that can be adapted to a variety of learning situations. Instructionn can vary from individualization to small or large groups depending on the needs of the students. STAMM's flexible design fits into schools of all sizes and classroom structures, including team teaching environments, cooperative grouping, and departmentalized classrooms. Teachers can select from a variety of learning activities to provide for the needs of their students.

STAMM offers the curricula and the means necessary to assist in delivering NCTM's "Standards" through concrete manipulatives, developmental activities, alternative testing, problem-solving strategies, and enrichment opportunities.

STAMM offers a systematic approach to effective classroom management. This system is sequenced by level. Each level is organized by topics and divided into clusters. The clusters identify related objectives of skills and concepts that students are expected to master.

The basic skills continum for grades K-8 is covered in levels A, B, C, D, E, F, GE, G, and H. Special materials are packaged for Chpter I gifted/talented, and special education. Additional materials are available for secondary courses for college-preparatory, general and remedial math students, namely in sequences of Algebra I-Calculus, Consumer Statistics-Informal Geometry, and Math Competency-Applied Math, respectively. Since STAMM is based on continuous progress, it is important for teachers using the program to monitor students' progress regulary. Resource material is provided for each objective; yet textbooks, manipulative materials, and teacher-made resources may be incorporated as well.

In the host district, over 75% of the students tested (grades K-8) score above the national norm on the Comprehensive Test of Basic Skills. Prior to implementation, roughly half the students scored above the national norm.

Requirements The STAMM resource materials necessary for using this program include a teacher manual for each level or course taught, student test books and student workbooks. STAMM materials may be used by a single teacher or an entire school system. The more levels involved in implementation, the greater the gains from the continuous-progress aspect of STAMM. Textbooks are an integral part of the program. A two-day training session prior to implementation is necessary for teachers and administrators.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff is available to attend out-of-state awareness meetings. Training is conducted at project site or at adopter site. Implementation and follow-up services are available to adopters. Costs for said services to be reimbursed by requesting institution.

Contact **Sherry Stumbaugh, STAMM Project Director; Jefferson County Schools; 1005 Wadsworth Boulevard; Lakewood, CO 80215. (303) 231-2381.**

Developmental Funding: USOE ESEA Title III

JDRP No. 76-87 (6/23/76)
Recertified (12/84)

Success Understanding Mathematics (SUM). A comprehensive mathematics program which uses concrete objects and questioning techniques to develop understanding.

Audience Approved by JDRP for grades 2-6. The program also has components in use with grade 1.

Description The program was designed to increase the level of mathematics achievement of children who were achieving below the level expected. The project materials and teaching techniques are appropriate, however, with students of all ability levels. Direct instruction is emphasized to facilitate student interaction in their development of concepts. Teaching strategies described in project manuals are based on Jean Piaget's research about the way children learn mathematics, specifically elementary school children's difficulty with abstract thought and their consequent need for concrete materials. Teachers guide students to develop mathematics concepts as students move objects to solve problems. Computational algorithms are developed through objects to solve problems. Drill follows but does not precede understanding.

Some unique characteristics of *Success Understanding Mathematics* include:

(1) Program materials can be used with any commercial text.
(2) Planning for instruction is matched to student needs.
(3) Objectives for mathematical skills include a problem-solving strand.
(4) Criterion-referenced tests for the objectives and recordkeeping materials are available.
(5) Parent involvement and an on-going inservice program provide support for teachers.

Chapter 1 students have made proven advances measured by the mathematics batteries of the *Metropolitan Achievement Test* and the *Iowa Test of Basic Skills*. Mean annual gains scores have ranged from 6.6 NCE's (Normal Curve Equivalency) to 13.0 NCE's.

Requirements The program may be implemented by a teacher, school, supplementary program, or an entire district. Adopters will be invited to visit a demonstration site, to name a local project coordinator/contact person, to provide release time for teachers and administrators to participate in 1 or 2 days of pre-service training, to ensure that the key elements including the teaching strategies and on-going inservice will be implemented, to evaluate student achievement, and to provide information about the adoption.

Services Awareness materials are available at no cost. Project publications are furnished to adopters at cost. Visitors are welcome anytime by appointment at the project site. Project staff is available to attend awareness meetings. Training is available at project site or adopter site. (Costs to be negotiated.) One day pre-service training is required; two days pre-service training is preferred. One or two days follow-up implementation training scheduled three to four months later and a one day on-site follow-up visit at year end are recommended. (Costs to be negotiated.)

Contact **Kathleen Bullington, Project Director; Success Understanding Mathematics, Des Moines Public Schools; 1800 Grand Avenue, Room 317B, Des Moines, IA 50307. (515) 242-7860.**

Developmental Funding: USOE ESEA Title I

JDRP No. 80-55 (2/11/81)
Recertified (1/85)

Team Accelerated Instruction: (TAI) Mathematics

Audience Approved by the JDRP for grades 3-6.

Description *Team Accelerated Instruction* (TAI Math) is a program that helps teachers to meet the diversity of student needs within the math class. It combines quality interactive instruction with the power of cooperative learning to:

- Accelerate the achievement of all students.
- Maximize teaching and learning time.
- Enhance student motivation and attitudes toward math.
- Improve students' social interaction.

Students receive concept instructions from the teacher in small homogeneous teaching groups. They then practice the skills learned in 4-5 member heterogeneous learning teams at their own pace on materials appropriate to their specific needs.

TAI Math instruction is organized into 13 paperbound non-consumable student skill books. Each classroom set of books contains skills ranging from advanced addition to pre-algebra.

The program also includes comprehensive teacher materials which make it easy for teachers to plan, teach, and manage the math program effectively.

TAI has proven effective in five field experiments which involved random assignment of classes to TAI or control treatments. Differences between TAI and control classes in grade equivalent gains on the Comprehensive Test of Basic Skills Mathematics Computations had a median ratio of more than two to one.

Requirements TAI does not require aides or special personnel of any kind. Training of teachers can be accomplished in a single day, the cost to be negotiated. Materials provided include non-consumable student books, test books, test answer books, teacher's manual (including concept lesson guides), homework, and facts tests at a cost of $420 per classroom. These materials replace traditional textbooks.

Services Awareness materials are available at no cost. Visitors are welcome at Project site by appointment. Arrangements can be made if given advance notice for visitors to observe the program in use in various settings. Project staff is available for awareness meetings (cost to be negotiated). Training is conducted at the adopter site. Implementations and follow-up services are available to adopters.

Contact **Barbara M. Luebbe, TAI Project Director, Center for Social Organization of Schools; 3505 N. Charles St., Baltimore, MD 21218. (301) 338-8249.**

Developmental Funding: NIE, OSE

JDRP No. 84-5 (3/23/84)

Title I Mathematics Computer Assisted Instruction (CAI). A diagnostic/prescriptive pull-out mathematics program with students receiving 10 minutes of daily concentrated drill on CAI.

Audience Approved by JDRP as a mathematics program for Chapter I students in grades 3-6.

Description Lafayette Parish had an effective diagnostic- prescriptive mathematics ESEA Title I pull-out program. In order to increase growth in mathematics, computer-assisted instruction was added to an already effective math program. The program is operated with close coordination of math-lab instruction and daily CAI drill. The CAI program adjusts instructions to the level of the students and provides immediate feedback to the student. The CAI program provides daily, weekly, and monthly descriptions of progress and areas of difficulty which the classroom teacher can use to correct specific conceptual misunderstandings. Classroom instruction is imperative in providing conceptual understanding and remediation. Daily CAI drill provides the practice which Chapter I students especially need. This particular program was operated with 40 minutes a day of mathematics laboratory time and 10 minutes of CAI. The particular program was devised by Computer Curriculum Corporation of Palo Alto, California.

The addition of CAI instruction produces significantly superior achievement when compared to standard mathematics laboratory instruction.

Requirements Math Lab-CAI can be adopted to supplement any regular program if 200 students are enrolled. Two to three days of inservice training are necessary. The project used Computer Curriculum Corporation Programs from Palo Alto, California. Correlation between your project and CAI must be established.

Costs In addition to your regular program, the added dimension of Computer Assisted Instruction costs approximately $200 per student if at least 200 students are enrolled. As the number of students in the program increases the cost decreases proportionately. Since installation costs occur only in the first year courses or purposes, the number of students can be reduced.

Services Awareness materials are available. Visitors are welcome at project site anytime by appointment. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (cost to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact **Mr. Marion J. Cortez, Supervisor; Federally Supported Programs; Lafayette Parish School Board; P.O. Drawer 2158; Lafayette, LA 70502. (318) 232-2620, EXT. 307.**

Developmental Funding: USOE ESEA Title I

JDRP No. 82-46 (9/29/82)

DPI. A diagnostic, prescriptive, individualized mathematics program.

Audience JDRP approved for students, grades 7-9.

Description The heart of the DPI curriculum consists of 23 "advancement tracks" or levels which encompass key learnings in arithmetic, pre-algebra, algebra, and geometry ranging in difficulty from grades 4-10. For each track—or continuum—a sequential set of about 15 study packets (daily lessons) is available. Results of a criterion-referenced pretest are the basis on which teachers diagnose each student's strengths and weaknesses to determine placement of that student in the appropriate study packet and track. Each packet—which concentrates on a single objective—contains practice exercises which are written in a multiple-choice format together with explicit instructions. After students complete four study packets, a checkpoint test is given. Successful students advance to the next packet or track, while unsuccessful students are retaught the skills just tested and then given an alternate checkpoint test.

Frequent, brief evaluation of progress occurs and, ideally, students spend one period a week in a math lab for classroom support activities.

Contact **Roger W. Shickler, Project Director; Project DPI; Long Beach Unified School District; Franklin Junior High School; 540 Cerritos Ave.; Long Beach CA 90802. (213) 437-8212.**

Developmental Funding: Calif. Comp. Ed. (SCE) JDRP No. 80-20 (5/19/82)

"GO-Metric": A Supplemental Low-Cost Metric Curriculum. A low-cost metric curriculum that supplements existing programs.

MILLI
CENTI
DECI
DEKA
HECTO
KILO
METER
GRAM
LITER
go metric

Audience Approved by JDRP for students of all abilities, grades 5-8.

Description The unique design of "Go-Metric" provides interested metropolitan and rural school systems, as well as communities, with a model for incorporating metric education into existing instructional programs at minimal additional cost and with no additional personnel.

This innovative program includes an elementary and secondary curriculum for all pupils in the school population and identifies a range of teaching techniques involving the pupils in a variety of hands-on activities using metric equipment. Audiovisuals and games are also utilized to accommodate the special needs of all students. To provide additional in-depth understanding of metrics, the inservice requires teachers to participate in the same metric exercises that are used in the classroom. The curriculum is arranged so that it does not intrude on an already crowded schedule but enhances metric instruction as teachers integrate it into appropriate instructional areas.

Upon request by school systems implementing the program, trained personnel are available to conduct a 15-hour inservice for school personnel. Content of this inservice includes background in metric measurement, orientation to the curriculum guides, use of metric equipment, and a plan for implementing the program within the regular curriculum.

Contact **John E. Roller, Director; "Go-Metric" Project; or Roger E. Kruse, Director of Federal Programs; Tulsa Public Schools; 3027 S. New Haven; P.O. Box 470208; Tulsa, OK 74147. (918) 745-6481.**

Development Funding: USOE ESEA Titles III and IV-C JDRP No. 78-195 (8/10/78)

Mathematics Achievement Program (MAP). A pull-out remedial math program. Approved by JDRP for the educationally disadvantaged children, grades 2-5.

Description To help students overcome difficulties in computation concepts and application skills, eligible students are scheduled into centers and provided instruction through a diagnostic/prescriptive system. Scheduling students is a cooperative effort of the Chapter I teacher and the regular classroom teacher which insures daily instructional sessions without interruption of classroom math or supportive instructional electives, and no more than one interruption weekly of all other major subject areas. The Chapter I teacher incorporates pupil needs revealed in the classroom with needs diagnosed in the center to promote maximum learning transfer.

Using a composite analysis of several criterion-referenced achievement tests, an individual Math Profile is developed for each student. Behavioral objectives are used to formulate a prescription to meet the interests and needs of each pupil. The Cross-reference Guide supplies information onmaterials available in every center to be used in remediation of a stated skill. Each MAP Learning Center is staffed with a certified elementary teacher and aide who serve about 62 pupils. Thirty-minute instructional sessions are conducted in small groups; teacher-pupil ratio 1/6.

Contact **John W. Williams; Mathematics Achievement Program; Chester Upland School District; 18th and Melrose Avenue; Chester, PA 19013. (215) 447-3865.**

Developmental Funding: USOE ECIA Chapter I

JDRP No. 82-39 (7/22/82)

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		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
BASIC	F-1		✔				✔	✔	✔	✔	✔	✔	✔	✔		✔		None	2
Catch-up	F-2				✔	✔			✔		✔			✔	✔	✔	✔	None	<1
CLIMB	F-4	✔			✔	✔	✔	✔	✔				✔	✔	✔	✔	✔	IL,NC,NJ,NY,VI	1
CADPP	F-5	✔			✔	✔		✔	✔	✔				✔		NEG	NEG	FL,NC,WV,WA	<1
Dayton	F-20		✔		✔	✔	✔		✔	✔			✔	✔		✔	✔	None	1
Deficiency	F-6			✔	✔	✔	✔					✔	✔	✔	✔	✔	✔	None	3+
ECPC	F-7			✔	✔	✔			✔	✔	✔		✔	✔	✔	✔	✔	None	3
East Las Vegas	F-21		✔	✔	✔	✔	✔		✔				✔	✔				None	2
Flippin	F-23		✔				✔	✔	✔	✔			✔	✔				None	3+
Gulfport	F-24					✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	GA,ID,MS,SC	3+
Hawaii	F-24		✔		✔	✔	✔		✔		✔	✔	✔	✔		✔	✔	None	2
IMPACT	F-8	✔			✔	✔	✔	✔	✔	✔		✔	✔	✔				CA,DC,MO,MD,TX	3+
ILM	F-9		✔		✔	✔	✔	✔	✔				✔	✔		✔	✔	NY,GA	3+
Kenosha	F-10			✔	✔	✔	✔		✔				✔	✔	✔	✔	✔	Several	3+
LeFlore	F-24		✔		✔	✔	✔									✔	✔	None	3+
McCormick	F-24					✔	✔	✔	✔				✔	✔	✔	✔	✔	GA,ID,MS,SC	3+
CLASS	F-11			✔	✔	✔					✔		✔	✔	✔	✔		None	1
ODDM	F-12	✔		NEG	NEG	✔	✔	✔	✔	✔				✔	✔	✔		UT,WA,AZ,TX	3+
Proviso	F-13				✔	✔	✔	✔		✔				✔	✔	✔	✔	None	1
Read-Write	F-15			✔	✔	✔		✔	✔	✔				✔	✔	✔	✔	None	1
Read/English	F-25				✔	✔			✔					✔	✔	✔	✔	None	2
RECEP	F-26		✔						✔				✔			✔	✔	None	2
STL	F-16		✔	✔	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	✔	CA,TN	1

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
SAII	F-17				✓				✓				✓	✓		✓	✓	None	1
Waterloo	F-18		✓		✓	✓	✓		✓			✓	✓	✓		✓	✓	None	3+
Waukegan	F-19				✓		✓	✓	✓	✓	✓			✓		✓		None	2

BASIC: Basic Adaptable Skills for the Individual Child. **Offers training in the Primary Education Program (PEP). The PEP program is a highly structured, sequential, and individually prescribed curriculum in readiness, mathematics and reading.**

Audience Project BASIC was approved by JDRP in 1977. Currently BASIC is a Follow Through Resource Center focusing on early childhood education. The PEP curriculum has been adopted successfully by public and private day care facilities, nursery schools, preschool and elementary handicapped programs, kindergartens and first grades.

Description The *Primary Education Project* (PEP) was designed for children from preschool through the early primary grades. PEP, an individually prescribed program, is based on the concept that cognitive development proceeds in an essentially hierarchical fashion; certain abilities appear earlier than others, and early appearing abilities comprise building blocks or prerequisites for acquiring more complex abilities.

The objectives of the PEP program are met by using a combination of structured curricula and informal child selected activities. The structured curricula include components in quantification, classification, visual motor, auditory motor, general motor and letters and numerals. Each component emphasizes student self-management skills, positive reinforcement, continuous pupil progress, accurate and well-defined recordkeeping, and parent involvement. The curriculum is characterized by five critical elements; structured curricula for each content area comprised of a series of behavioral objectives arranged in a hierarchical order by unit and level; an assessment system of criterion-referenced tests matched to curriculum objectives; a management system designed to provide individual prescriptions and learning experiences; individualized instructional materials and teacher-constructed materials; and a monitoring and recordkeeping system depicting the location and mastery level of every student in each area.

The structured curricula just described are complimented by learning experiences in which children are encouraged to integrate and further develop their cognitive skills by engaging in self-selected and self-defined activities, and by interacting with peers in the course of learning tasks. The activities required to keep an individualized classroom running smoothly are termed management skills and are an integral part of BASIC's PEP program.

Requirements The decision to replicate any part of BASIC should be jointly shared by administrators, teachers, and parents. Teachers are trained in implementation and monitoring. The Resource Center assists with preservice and inservice training and provides continued assistance for the first year. Special emphasis is placed on the individual school's management needs and evaluation.

Services Awareness materials are available at no cost. A slide-tape and video tapes are available on loan. Visitors are welcome by appointment. Training is provided either at the project site or at the adopter site. Follow-up assistance is available to adopters for one year. Cost of replication varies with school size, degree of implementation and equipment already available. The cost for all components of the PEP curriculum will be between $800 and $1000. Minimal replacement costs would be expected in the following years, usually not exceeding $100.

Contact **Kathleen Haug, Resource Center Coordinator; Sibley School; Montevideo, MN 56265. (612) 269-6471.**

Developmental Funding: ESEA Title I

JDRP No. 77-149 (9/9/77)

Catch-Up. A diagnostic/prescriptive program in reading and/or math.

Audience Approved by JDRP for students in the lowest quartile in reading or math, grades 1-6. This program has been used successfully with students at other achievement levels and in grades K-12.

Description Project Catch-Up is a laboratory program of continuous diagnosis and pinpoints teaching in reading and/or math skills for underachieving children that can be adapted into any existing reading or math program.

Classroom and laboratory teachers work closely to identify program participants and formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of continuous diagnostic testing. They then select materials and methods from a wide variety of high-interest resources available in the laboratory to meet the child's needs. Children spend an average of one-half hour per day in the laboratory, in groups of one to four, working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence.

A list of recommended instructional materials and equipment, selected by project teachers, is available. Results can be achieved with limited resources if a diagnostic prescriptive method is used in a success-oriented environment.

With a few well-developed techniques, teachers have made participating children feel that the lab is "their lab" to such a degree that it has become necessary to have guest days to satisfy the desire of other children to participate even in a small way in the laboratory. Project Catch-Up's special events for parents consistently draw more parents than any other school function.

Achievement: Students have on the average at least doubled their rate of growth in math and reading skills as measured by the CTBS and the CAT.

Requirements A school district interested in adopting or adapting Project Catch-Up should be able to: provide a laboratory-type setting of any size (we started in a closet, but at present have a classroom); administer diagnostic tests to participating children; provide professional instruction to meet diagnosed needs; and use high-interest materials insofar as they are available. The project can be adopted by a grade level or a school, and it can offer instruction in reading, math or both.

Services Project staff is available to attend out-of-state awareness meetings. Training is available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated). A *Starter Kit* costs $20. Diagnostic tests are needed for each participant. (Approximately 50¢ per student in math and 96¢ per student in reading.) A small budget is recommended for instructional materials for each laboratory. (Approximately $400.00 per lab.) Inservice is recommended. Inservice costs are negotiable.

Contact **Fay Harbison; Project Catch-Up; P.O. Box 2506; Newport Beach, CA 92663. (714) 548-4240.**

Developmental Funding: ESEA Title I

JDRP No. 73-34 (4/4/73)
Recertified (10/84)

CHAPTER 1 H.O.T.S. : Higher Order Thinking Skills Project. An alternative approach to Chapter 1 for grades 4-6 in which compensatory services consist solely of higher order thinking activities.

Audience Approved by PEP for Chapter 1 students in grades 4-6 in both reading and math. This program has also been used successfully with Chapter 1 students in grade 7, learning disabled in grades 4-6, and gifted in grades K-2.

Description The project replaces traditional drill and practice activities and content instruction in compensatory programs with thinking activities designed to generate the gains in basic skills expected from Chapter 1 programs. Students' thinking abilities and social confidence are improved in the process. The goal is to provide students with conceptual skills to learn the more sophisticated content of the upper elementary grade levels the first time it is taught in the classroom. The program is conducted in a lab, equipped with Apple computers, with a detailed curriculum and a teacher trained in Socratic dialogue techniques. Computers are used to enhance motivation and improve students' ability to self-monitor their own comprehension. The latter is enhanced due to the computer's ability to respond to students' ideas as fast as they can think of them. A detailed curriculum provides dialogues to improve the key thinking skills of metacognition, inference from context, decontextualization, and information synthesis. Students' increased abilities to articulate ideas and engage in sophisticated conversations enhance their language use and ability to learn content, with gains in both reading and math. The program operates as a pull-out. Students are in the program for 35 minutes a day, four days a week, for one to two years. In the first part of the period, the teacher engages students in sophisticated conversations. Students are then given a challenge to solve using the computer. They later discuss their findings, approaches, and results. Students proceed through the program sequentially, with no management system and no grades. Teacher judgment determines the pace through the curriculum. Success is demonstrated by products generated by each student, how they articulate their findings, and the results they record.

Evidence of Effectiveness As a result of participation in the program, Chapter 1 students in grades 4-6 improved their performance in reading and math to a greater extent than national averages and control groups, while also improving thinking ability as measured by the ROSS and "Inference from Context" measures. Improved self-concept and improved participation in content learning in the classroom were also evident. Studies were conducted in 11 schools encompassing a wide range of ethnic characteristics.

Requirements The program requires a computer lab and an experienced teacher who is trained in shifting from teaching approaches such as lecturing, refereeing, and linear sequencing to Socratic coaching techniques. A week-long workshop is provided to train teachers in these techniques. Ongoing costs will vary according to the number of students; whether part- or full-time staff is used, and the amount of the needed equipment the schools already have. Compared to Chapter 1 programs nationally that use experienced teachers, the overall cost of this program is less, even taking equipment costs into account.

Services Awareness materials are available at no cost. Project staff is available to attend out-of-state awareness meetings and for training and technical assistance (costs to be negotiated).

Contact **Dr. Stanley Pogrow, University of Arizona, College of Education, Tucson, AZ 85721. (602) 621-1305.**

Developmental funding: U.S. Department of Education; Ford Foundation

PEP No: 88-12 (7/13/88)

CLIMB: Coordinated Learning Integration - Middlesex Basics. A program for excellence in basic skills in reading and mathematics.

Audience JDRP approved for students of all ability levels K-12, including Chapter I, special education and migrant education.

Description The goal of Project CLIMB is to improve the performance of all students in reading, writing, and mathematics through the following components:

A skills-based program of instruction produced by teachers which includes:

- Skills Arrays. Identifies reading and mathematic skills K-12.
- Writing Package. Connects reading-writing-thinking skills to all content areas.
- Criterion Referenced Tests. Diagnoses and evaluates student performance.
- Simplified Recordkeeping System. Monitors continuous student progress K-12.

Training which prepares staff to implement the program in reading/writing, and/or mathematics. Training includes:

- use of the curriculum package,
- correlation of adopting district's curriculum materials, testing, and objectives to CLIMB skills arrays,
- teacing strategies and techniques,
- procedures for classroom implementation,
- content reading and study skills strategies for all disciplines, and
- follow-up training designed to meet the needs of adopting districts.

A management design which corrdinates and integrates personnel, materials, and services. Management design

- provides a design for communication between classroom instruction and support services;
- provides a system for coordination of instruction across grade levels,
- fosters a unified approach to achieve instructional goals, and
- delineates administrative role for project coordination.

Requirements Teachers and administrators participate in a two day training for effective utilization for CLIMB curriculum and management design. A follow-up training session is recommended. Teachers must be supplied with the CLIMB curriculum materials. The program can be adopted in either reading, writing, and/or mathematics at any or all grade levels. The program can be adopted for the regular classroom, Chater I, special education, migrant education, and gifted programs.

Costs Start up costs are approximately $40 to $125 per classroom teacher for curriculum materials and supplies. Maintenance costs are minimal. Training costs are negotiable.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff is available to attend out-of-state awareness meetings. Training is conducted at project site or adopter site. Implementation and follow-up services are available to adopters. All costs are negotiable.

Contact **Barbara Brenner, Director; Project CLIMB; Middlesex Public Schools; Administration Offices; Kennedy Drive; Middlesex, NJ 08846. (201) 968-4494.**

Developmental Funding: NJ TEEA R&D, USOE ESEA Title IV-C

JDRP No. 81-44 (1/28/82)
Recertified (9/85)

Computer-Assisted-Diagnostic-Prescriptive Program (CADPP) in Reading and Mathematics. A computer-managed program generating personalized educational plans (prescriptions) for a diagnostic/prescriptive approach to instruction.

Audience Approved by JDRP as a reading program for grades 3-9 and as a mathematics program for grades 3-7.

Description The CADPP Software Program was designed to assist teachers who utilize a diagnostic/prescriptive approach to teaching. The CADPP software generates customized learner prescriptions and individualized educational plans. The relational data base permits the user to load files with: 1) learning characteristics of individual students to include age, instructional level, identified learning modality; 2) a skills list or continuum; and 3) skill related characteristics of available instructional materials to include readability level, interest level, and learning modality.

When the skills file, students file, and instructional materials file are loaded, customized prescriptions can be produced for each participating student, based upon the skills requested.

Since 1979, the CADPP Software Program has been adopted in 46 states by 1,900 schools. Approximately 3,500 staff (user's groups) have been trained with over 15,000 classrooms participating.

The CADPP software requires no programming skills and is menu driven. It can be used in all curriculum and content areas. The program can be utilized by one classroom teacher, a total program staff, or district wide. It has been used to meet the guideline requirements of ECIA Chapter 1 and Migrant Programs, competency based education programs, standards of learning, and special education programs.

Program effectiveness at the developer site is documented by a month and a half gain per month of instruction, utilizing the *SRA Achievement Series*, the *California Achievement Test*, and the *CADPP CRT Series*. Sustained gains studies support retention of gains. Adopting sites document similar gains.

The goal of CADPP is "to aid the teacher in making an accurate diagnosis of student needs in reading comprehension and mathematics computation skills." The goal was developed to assist economically disadvantaged students in decreasing the educational gap between achievement test scores of the disadvantaged and non-disadvantaged students. This gap has historically been documented by the efforts of the ESEA Title I program in the 1970's and early 1980's (later referred to as ECIA Chapter 1). Although the initial goal of the program was directed to the disadvantaged student, the current utilization of CADPP in 46 states has drawn the attention of other populations. CADPP has been implemented by Adult Basic Education programs, Special Education programs, correctional institutions, hospitals for interned children, and community/junior colleges. This diversity of adopters has increased the scope of CADPP.

Requirements The software operates on the Apple II+, IIe, IIc, TRS 80 Models III, IV, and 1000. The program requires 64K, two disk drives, 80 column card, monitor and printer. The system is multi-user and not copy protected. The program disk has a capacity for 150 skills for two curriculum areas. The student file is limited to 100 students with the following characteristics: name, age, grade, gender, reading level, learning modality. The prescription file has a limit of 1,600 instructional activities per disk which can include: workbooks, computer software, audio-visual materials, games, basal programs, and teacher-made activities.

Services Awareness materials are available at no cost. Demonstration sites are available for visitation by appointment. Project staff and certified trainers are available to attend out-of-state awareness meetings; conduct training either at adopter site, or developer/demonstration sites; and to provide follow-up services at adoption site and/or through written correspondence and telephone consultation. Costs are negotiated for services that require travel for CADPP staff. A fee of $249 is charged for the CADPP software, which can be copied within the adopting district. Members of consortiums pay a $50 user's fee, and $249 is charged to the consortium. Updates and revisions are forwarded at no extra charge, and consultation from CADPP programmers and/or administration is included in this cost. The CADPP Criterion-Referenced Tests (optional material) are available at $3 a booklet, and are non-consumable.

Contact **Debra J. Glowinski, TEC, Inc.; 232 W. Sabal Palm Place, Longwood, FL 32779. (407) 774-8968.**

Developmental Funding: USOE ESEA Title I

JDRP No. 79-15 (6/12/79)
Recertified (12/84)

Deficiency Skills Learning Lab. A learning lab designed to teach the basic skills of reading, language arts, and mathematics to low achieving junior and senior high school students.

Audience Approved by the JDRP for all students grades 6-12.

Description The purpose of the learning lab is to provide students with effective instruction in order to master essential basic skills in reading, language arts, and mathematics. The skills will enable students not only to survive in the "real world" but also to learn advanced secondary subject matter. The program thus provides junior and secondary students, who are "at risk" for possible school failure and illiteracy, with a bridge to the future.

The educational significance of the program has been demonstrated by students using pre/post test results on the *California Achievement Test* and the *Stanford Diagnostic Reading and Mathematics Tests*. Gains made by the students over a five-year period have been greater than conventional standards for determining educational significance.

Requirements In order to adopt this program, a school must: (1) implement the diagnostic assessment, educational prescription and curriculum components; (2) commit necessary resources (i.e., staff and classroom space) to operate the program; and (3) support the philosophy of the program.

Services On-site visits are welcome and project staff is available for inservice training. Training is conducted at the adopter site. Implementation, follow-up and evaluation services are available to adopters. Costs for all services available to be negotiated.

Contact **Sandra R. Lay, Seneca High School of Oconee County, Seneca, SC 29678. School District (803) 882-4619 or (803) 638-9691.**

Developmental Funding: Appalachian Regional Commission

JDRP No. 85-2 (2/26/85)

Early Childhood Preventive Curriculum (ECPC). A program for high-risk first-grade students developing the perceptual, cognitive, and language skills they need to respond successfully to beginning reading instruction.

Audience Approved for identified at-risk first-grade students. It has been used in other settings with primary learning-disabled children and children whose pre-reading perceptual skills development shows limited beginning reading ability.

Description The project focuses on at-risk first-grade students by means of an individualized diagnostic curriculum. (At-risk children are those who have normal capacity to learn, but who begin first grade lacking pre-reading perceptual skills and exhibit poor concept and/or oral language development). Classrooms are established as primary learning laboratories, in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic teaching skills and in individualizing instruction.

Using results of criterion-referenced tests, the teacher prescribes for pre-reading perceptual needs. Self-correction, self-direction, reinforcement for learning, pre-reading skills development, and listening skills are all interwoven in an all-day first-grade program that includes small-group reading instruction. (For other children who lack independent reading ability, the criterion-referenced assessments provide the teacher with a means of identifying learning needs and styles).

A series of unique listening lessons enhance student listening skills. This componenet can be implemented independently.

Although primarily utilized as a full-time. self-contained unit, the program can be implemented on a resource or part-time basis. It is particularly successful with Chapter I type students.

Requirements Any experienced primary teacher can implement the program following training. Attendance at a three-day workshop is essential for adoption. A support-resource person (curriculum specialist, reading teacher/coordinator, psychologist) knowledgeable in the program should be available to advise and assist the teacher. Any primary classroom can be used to create a student learning-centered environment. No special equipment is necessary.

Services In-depth awareness materials are available at no charge. Visitors are welcome by appointment at project and at demonstration sites around the country. Awareness sessions are offered at potential adopter sites (honorarium and expenses must be paid). Materials may be purchased without adoption training. Technical assistance in preparing adoption/adaptation proposals is available at no cost. *Project-developed Pre-reading Assessment test* and various guides must be purchased from the project. Manuals and guides are costed per teacher. Some materials are per school/district usage. Utilization of Listening Lessons components requires purchase of multiple copies of paperback books and cassette tapes. The adopter is responsible for travel, per diem and honorarium of trainer.

Contact **Nathan Farber, Director; ECPC Program; 9240 S.W. 124 St.; Miami, FL 33176. (305) 251-5445.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-57 (5/23/74)

IMPACT: Improving Minimal Proficiencies by Activating Critical Thinking. A Staff Development Project to integrate critical thinking skills into and across content areas.

Audience Approved for students grades 6-9, and effectively used by teachers of students at all grade levels (K-college), subject areas, and ability levels, but especially with at-risk students.

Description Learning the mechanics of basic skills is not enough. Real competency requires training in critical thinking. IMPACT focuses on staff training to infuse the direct teaching of critical thinking into existing curriculum. IMPACT's instructional approach has three essential components: a universe of 22 critical thinking skills; a model lesson format; and 10 teaching behaviors that activate student use of critical thinking. The training materials model proven methods for associating subject-matter content with such thinking skills as Comparing and Contrasting, Classifying, Ordering, Patterning, Identifying Relevant and Irrelevant Information, Cause and Effect relationships, Predicting, and Logical reasoning. Program validation has shown that IMPACT students significantly $(p>.05)$ outperform similar control students in mathematics applications, reading comprehension, and critical thinking skills after only one semester in the program. The IMPACT Universe of Critical Thinking Skills, 10 teaching techniques, and lesson format are presented in six consecutive sessions of the IMPACT Level I seminar. Sessions include:

- Review of literature and research. /Demonstration of technique
- Group interaction /Lesson simulation

During Level I training, experts demonstrate ten teaching behaviors that encourage and reinforce thinking skills (e.g. cuing, probing, and reflection with wait-time). Trainees receive supervised practice for lesson reinforcement and integration. Following the seminar, participants further develop their skills by:

- Teaching the thinking skills listed in the IMPACT Universe of Critical Skills.
- Practicing the teaching strategies with their students.
- Observing each other teach IMPACT lessons in the classroom.
- Receiving/Reviewing feedback on the peer-observation findings.
- Creating original IMPACT based lessons.

Teachers easily integrate the three key IMPACT components into their instructional program by first adapting sixty model practice lessons based on either language arts or mathematics and then creating their own lessons. The curriculum materials, available only to IMPACT graduates, demonstrate both planning and instructional elements. The planning elements include: the identification of the thinking skills implicit in the standard curriculum, the prerequisite thinking skills, the behavioral objective, materials and equipment. The lesson design, based on the Hunter model, incorporates the instructional elements of Orientation, Direct instruction, Guided-practice and Closure.

Requirements IMPACT training occurs at two levels. For classroom implementation, the project recommends that a district enroll a team of at least two teachers and their site administrator in Level I training, an intensive 18-hour inservice (3-day) that models the infusion of the IMPACT approach. To become a Level II District/Site Trainer, a Level I graduate must have (1) been appointed by the district; (2) taught 20 IMPACT lessons; (3) filed a plan to disseminate IMPACT within the district for two years; and (4) completed a Level II seminar.

Services Awareness materials are available at no cost. With advance notice, arrangements can be made for visitors to observe the program in use at demonstration sites located nationwide. Project personnel is available to make out-of-state Awareness Presentations. Training is conducted nationally at the project site, adopter sites and pre-arranged advertised locations. Training registration fees are pre-set annually on the basis of pro-rated cost recovery. Technical assistance, follow-up and evaluation services also are available to adopters on a cost-recovery basis.

Contact **Current information about training locations and fees may be obtained by contacting Phi Delta Kappa; Eighth St. & Union Ave., Box 780, Bloomington, IN 47402-0789; (812) 339-1156; or S. Lee Winocur, Ph.D., National Director, IMPACT; Center for the Teaching of Thinking; 21412 Magnolia Street; Huntington Beach, CA 92646; (714) 964-3106.**

Developmental Funding:

JDRP No. 83-17 (3/8/83) 87-24 (6/12/87)

Interdependent Learning Model (ILM)/ "Games Children Play . . .". This model uses instructional games and pupil self-management methods to teach children traditional academic skills and positive socio-cultural attitudes and behaviors.

Audience Approved by JDRP for grades K-3. This model may also be implemented in grades 4-6.

Description The *Interdependent Learning Model* (ILM) is a comprehensive, structured approach to full-day instruction for children in preschool through the sixth grade. The model's developmental goals for children are to teach them cooperative, independent and interdependent behaviors; problem-solving skills, and positive attitudes toward learning. The model's teaching-learning methods are based on the principles of cognitive-developmental, group process, and programmed instructional theories. Instructional games, the primary vehicles for teaching and learning in ILM classrooms, are used to implement these principles. The games--called Transactional Instructional Games--are designed to further the acquisition of problem-solving skills, promote language development, and help children to become self-motivated, self-reliant learners. Teaching materials, based on children's cultures and environment, include Table Games, suitable for instruction in every subject; Conversation Games, which reinforce verbal fluency, creative expression and logical thinking; and Street/Folk/Musical Games, which develop physical dexterity and coordination, social and academic skills. The Integrated Skills Method (ISM) which emphasizes teacher responsiveness to children's interests and learning styles, is used to coordinate small group reading instruction.

The ILM uses a classroom management system that includes room arrangement, grouping, classroom rules, team teaching, pupil self-scheduling, self-recordkeeping, and self-evaluation. Model classrooms, arranged by interest areas, provide a variety of learning activities. Children are taught to work in small groups, independently of direct adult participation. Mixed skill-level grouping is encouraged so that children can learn from their peers. The children schedule the majority of their own work, and record and evaluate the results of their efforts. Teachers and Instructional Assistants share the responsibility for facilitating the children's progress toward the developmental goals.

Requirements The ILM Program may be implemented in a single class, on a grade level, or in preschool, kindergarten, and grades 1-6. Training in the model's methods may be arranged for one or more teacher trainers, or for groups of teachers or supervisors. It is always desirable for supervisory staff to participate with teachers in the training. Three days are required to train new staff to adopt either the mathematics or the reading program. The cost of a mathematics adoption includes six manuals and classroom materials. The cost of a reading program adoption will vary according to the ages or grades of the children involved. The Integrated Skills Method reading program is an integral component of the educational model. The reading program has been employed with dramatic results in regular elementary school classes and in small special education classes. Educators who wish to adopt the entire model or the reading program should expect to implement the methods for at least one full year. That is sufficient time to produce significant positive results. ILM Adoption Projects are also expected to establish a formal plan to evaluate the effects of the adoption on the children.

Services Awareness materials are available at no cost. Visitors are welcome by appointment for guided classroom visits at the ILM Atlanta, GA, and District 18, New York Demonstration Projects. Training for administrators, supervisors, teacher trainers, teachers, and support staff is available at the adopter site, or at the Demonstration Projects. Implementation observation and follow-up staff development services are available to adopters at nominal costs.

Contact **Colleen McGorman; Interdependent Learning Model; Fordham University; 113 West 60th Street; New York, NY 10023. (212) 841-5280/82.**

Developmental Funding: USOE Follow Through

JDRP No. 77-121 (8/17/77)

Kenosha Model: Academic Improvement through Language Experience. An individualized program to improve communication skills utilizing the language experience approach.

Audience Approved by JDRP for students grades K-2. This program has also been used in other settings with grades 3-10.

Description Public and nonpublic school classroom teachers refer low-achieving students to the Chapter I resource room for individual assessment. Following the educational assessment, the resource teacher selects those students with the greatest need. A Personalized Performance Plan is developed that considers the area of deficiency, the student's learning style and the instructional techniques to be followed in correcting the deficiency. The plan is flexible and can be modified as the needs of the student change. The language experience approach to instruction is utilized. Instruction follows the assumption that students can speak about that which they have experienced, write about that which they have spoken and read about that which they have written. Student authorship at all grade levels is requisite. At the parent project, a teacher and an instructional assistant serve each resource room. Instruction is individualized and takes place in small groups. This project serves approximately 1,400 students during the school year. Intensive inservice and parent participation are essential components of this program.

Target schools are established by low-income guidelines. Students served are selected from those scoring in the lowest three stanines on standardized tests. Kindergarten students are selected from those referred by classroom teachers.

The model has been proven to be effective for limited English proficient students as well as the Chapter I target population. The approach is also used successfully to supplement the standard text in many reading/language arts programs.

Requirements The staff must be committed to the language experience approach to instruction. The experience/talking/writing/reading format must be followed. Potential adopters are encouraged to send staff members to visit the program. A limited number of half-day training sessions may be available upon request of potential adopters with all expenses paid by the requesting district.

Services Awareness materials are available. Visitors are welcome any time by appointment at project site. The program uses existing staff. No additional materials are required. All travel, per diem, and honorium for training conducted at the adopter site must be paid for by the requesting district.

Contact **Audrey Hains, Director, or Gloria Peterson, Curriculum Consultant; Kenosha Unified School District; 3600-52nd St.; Kenosha, WI 53142. (414) 656-6378.**

Developmental Funding: USOE ESEA Title I

JDRP No. 78-184 (5/23/78)

Model Classrooms' Computerized Classroom Management System (CLASS). A classroom management system that allows each student to work within the regular classroom at his or her individual math, reading and language achievement levels.

Audience Approved by JDRP for all students of all ability levels, grades 1-6. Software can also be used for secondary programs.

Description This Washington State program was developed by *Urban Rural Racial Disadvantaged* (URRD) funds to remedy the basic skills deficiencies of disadvantaged students. The classroom management system was subsequently refined for use by all students in regular classrooms. The program usually takes place in the morning and lasts until lunch. During this time, students work independently and in small groups on assignments keyed to their individual achievement levels. These assignments are determined in student-teacher conferences. Bicultural students can receive assignments in their native language if they prefer.

Evidence Of Effectiveness This classroom management system teaches students how to become responsible for their own learning. They, with their teacher determine the rules and procedures to be followed in the classroom, and they perform the daily chores required to maintain an orderly work environment. Student progress is assessed weekly. Students have access to their personal progress records and are responsible for suggesting the direction of their program for the following week.

A training workshop is conducted either at the adopter site or at a regional workshop. During the workshop, participants learn to select and organize placement tests, cross-reference materials, design class profile sheets, and establish a student-managed classroom organizational plan.

Model Classrooms' Computerized Classroom Management System (CLASS) consists of three separate programs: a file initialization program which establishes a student record file, an assignments file, and a chapter objectives file; a student update program; and a report generator which prepares and prints student prescriptions, class profiles, and student summaries. The CLASS system is available for the Apple II and TRS-80 Models III and IV.

Requirements Workshop participants must supply the following materials and equipment: a textbook for any subject or 10 objectives and assignments for students. CLASS can be implemented in any classroom environment with an unlimited number of students.

Costs Cost for the training workshop is negotiable. All participants receive a comprehensive instructional manual on the application of CLASS in the classroom management setting. The disk with the three software programs is also included. No special materials are required when participants return to their classroom.

Services Awareness materials are available at no cost. Training is conducted at a regional site usually after school or on a Saturday. Implementation, software modification services, and follow-up are available to adopters.

Contact Sherry Avena; Model Classrooms; 4095 173rd Place, S.E.; Bellevue, WA 98008; (206) 746-0331

Developmental Funding:
Ed. Regional Research Prog., Voc. Rehab. Coop. Research Act, and State JDRP No. 78-170 (3/27/78)

Outcomes—Driven Developmental Model (ODDM).

A comprehensive and systematic program for improving all facets of school operation to produce excellent achievement by all students.

Audience Approved by the JDRP for all schools and students K-8. (ODDM will permit the inclusion of 9-12 staff in the training since it is equally applicable to them.)

Description The Johnson City Central School District (JC), having become dissatisfied with student achievement patterns and school improvement efforts, committed itself to a comprehensive redesign of its entire program. This redesign process, which came to be known as ODDM, employs a systematic change process that is applied to all facets of school operation (20 in all) such as instruction, curriculum design, climate, leadership and management, staff development, and the flow of communications. Change in each area of school operation is always based on the best research literature, since ODDM recognizes that the effective translation of theory and research into practice has been a significant problem for schools. ODDM is, in essence, a master plan for improving all facets of school operation in order to produce excellent student achievement for all students. The plan calls for a school to "change fully on a small scale" since most school improvement efforts fail due to piecemeal and fragmented efforts. ODDM pulls the elements of good teaching, learning, and administration into an eminently usable model.

ODDM succeeded in improving the achievement of JC students. Achievement in reading and math, K-8, served as the two key indicators of success in all areas of learning. In 1976, only 44% of all eighth grade students scored six months or more above grade level in reading; in math, 53% scored at this level. By May, 1984, 75% of all eighth grade students scored six months or more above grade level in reading ($p>.001$). In math, 79% scored at this level ($p>.001$). These gains in student achievement have persisted. Morale, climate, and staff effectiveness have also improved.

ODDM is a program for making all schools more effective by insuring that the conditions exist in which all students can learn with excellence, all teachers can teach more effectively, and all administrators can lead and manage more competently.

Requirements ODDM may be adopted by a single school district or by a cluster of school districts. Adopters must commit to six phases of implementation over a period of two years, during which they receive twenty-five days of training and assistance. Adopters must be willing to examine all facets of school operation to enhance the overall effectiveness of their organization. A leadership team is required: the principal of each building involved, an instructional leader from central office, at least three teachers, from each building, a school board representative, and if a middle school is involved—instructional leaders from each of the major disciplines. Administrators and teachers on the leadership team specialize in various tasks and in the second year they train increasing numbers of educators in their organization.

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. An annual conference is held the third week of October. Out-of-state awareness sessions may be arranged. Training is conducted best at the adopter's site or, in the case of clustering, at the site of the adopter with the most convenient location. Training, implementation, telephone and mail correspondence, evaluation services, and a wide range of high quality training materials such as fourteen videotapes produced by a PBS station on ODDM are provided to all adopters. The adopter is responsible for travel expenses and honoraria for trainers. Adopters may reduce their costs substantially by clustering. Very few materials and no special equipment is needed to implement ODDM. The ODDM project provides a wide range of materials.

Contact **Dr. Frank V. Alessi; Johnson City School District, 666 Reynolds Road; Johnson City, NY 13790; (607) 770-1200.**

Developmental Funding: Local; USOE **JDRP No. 85-7 (6/14/85)**

Proviso Reading Model. A program of structured sequential activities for language arts, mathematics, and science courses to remedy serious reading problems among students in grades 9-12.

Audience Approved by JDRP for grades 9-12.

Description The *Proviso Reading Model* is a four-year program. Ninth-grade students identified as disabled readers enroll in the program's Level I courses in English, general science, and math fundamentals. In tenth, eleventh, and twelfth grades, students who have not yet developed the skills required to enter one of the district's nonremedial English curricular sequences are enrolled in program courses for Levels II, III and IV. The *Proviso Reading Model* is based on four convictions: that poor readers can improve, even in high school, if reading is a major thrust of the total curriculum; that a sound high school reading program must be based on a definition of reading as a thinking skill; that the skills that make up what is generally defined as reading (linear reading) may be learned through carefully devised visual literacy (media reading), composition, oral communication, mathematical computation, language, and listening activities within courses in English, science, and mathematics than in pull-out tutorial or remedial activities not part of the regular curricular offerings; and that materials and strategies attractive enough to make reluctant students excited about learning do exist. The organization of Level I allows for a variety of teaching strategies. Activities can be directed by a single teacher with a general background in language, composition, and reading. If there are enough students, the course can be taught by a team of three teachers, each of whom directs the activities of one specific area—reading, media, or composition. Math and science are taught by regular classroom teachers using materials devised by district reading specialists. In Levels II, III and IV, students continue to develop linear and visual reading skills while applying these to the development of skills in composition, speech, and media. A curriculum guide, with single copies of all instructional materials, is available for each level.

Requirements A successful adoption requires no specialized facility nor additional staff. It does require active administrative support and staff members with demonstrated concern and interest in the teaching of reading (if no academic background). Above all, staff members must be willing to use highly structured sequential materials. Adopter school needs will determine the number of training days (1-3) and follow-up meetings.

Services Awareness materials in limited quantity are available at no cost. Visitors are welcome at demonstration site by appointment. Project staff is available for training (costs to be negotiated). Curriculum guides for each course cost $50.00 per copy. A wide variety of commercially available materials may be used. Adopter assumes the cost of releasing staff for training and follow up. (Costs for trainer's travel and per diem can be negotiated.)

Contact **Dale Crawford, Project Director; Proviso Township High Schools, District No. 209; 807 S. First Ave.; Maywood, IL 60153. (312) 344-7000, ext. 200.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 80-9 (6/17/80)

Read-Write. A program in reading and related language arts that uses writing techniques and prescriptions to improve reading comprehension and vocabulary.

Audience Approved by the JDRP for grades 2-7. This program has also been used in ESL and Special Education classes.

Description Project Read-Write is designed to be consistently applied by the classroom teacher to supplement the basic reading program in order to develop vocabulary and promote total comprehension. The program involves the application of prescriptions—specially developed strategies designed to teach one major skill and several ancillary skills simultaneously. Each prescription involves the use of one or more language-manipulation techniques. The prescriptions are structured writing and/or oral activities that can be used with materials already available in the classroom.

The prescriptions encourage students to react holistically to a reading selection and to incorporate within the activities their own ideas, experiences, perceptions, and feelings. The prescriptions cover a wide range of reading objectives, from phonics and structural analysis to inferential, critical and creative, as well as literal comprehension. The prescriptions are arranged within the *Read-Write Connection* according to the major objective and level of difficulty.

The program also offers a checklist that can be used in conjunction with formal and informal diagnosis to list and establish a priority ranking of pupil needs on a class, group, and individual basis. This checklist becomes an ongoing record of pupil achievement and accompanies the student as he or she proceeds through the grades.

Adopters assume (or share with NDN Facilitator) the costs of releasing teachers and administrators for training workshops. Adopters assume (or share with NDN Facilitator) per diem, travel, and lodging costs for project staff if a training or awareness presentation is given out of state. The *Read-Write Connection* must be purchased for each person trained, at a cost of $30.00 per copy.

Requirements Project Read-Write can be adopted within a single school or by an entire district. A variety of adoption patterns can be considered. Teachers and administrators attend a one-day intensive workshop, during which they receive instruction on how to conduct the Read-Write program. Adopters agree to evaluate the impact of the Read-Write program and furnish a copy of the evaluation report to the project.

Services Awareness materials are available free. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site (costs to be negotiated). Follow-up consultations and visits are available.

Contact **Frederick McCarthy, 16 Sheridan Road, Summit, NJ 07901. (201) 522-1325.**

Developmental Funding: USOE ESEA Titles III and IV-C.

JDRP No. 80-30 (11/25/80)
Recertified 85-13 (1/30/886)

Student Team Learning (STL). A set of instructional techniques in which students are placed in four- or five-member heterogeneous learning teams to master basic skills initially presented by the teacher.

Audience Approved by JDRP for students grades 3-12.

Description *Student Team Learning* (STL) is an instructional technique based on years of research on cooperative learning at the Johns Hopkins University. STL consists of three major strategies: Student Teams Achievement Divisions (STAD), Teams-Games-Tournament (TGT), and Jigsaw II. All three require students to work in learning teams that are heterogeneous in terms of academic achievement, race and sex. In STAD, students study worksheets in their teams following a teacher presentation. Students take quizzes individually to demonstrate how much they have learned. The individual quiz scores are summed to form a team score, and teams are rewarded for their performance. TGT is similar to STAD, except that students are actively engaged in an academic game instead of taking quizzes. In Jigsaw, students become "experts" on topics relating to narrative material they have read and teach these topics to their teammates.

STAD is approved for language arts and TGT for language arts and math, and the STL program as a whole is approved for intergroup relations.

Student Team Learning can be used with the teacher's manual and teacher-made curriculum materials. Inexpensive materials in many subject areas are available through the project. The techniques are very practical and easy to learn. They are in use in thousands of schools across the U.S.

The effects of *Student Team Learning* on intergroup relations are strong and consistent, because the team goal and team interactions allow students to view one another positively. Because the program is inexpensive, takes no more class or teacher time than traditional methods, and increases achievement as well as improving intergroup relations, it can be used as a regular part of class instruction in any subject.

Requirements Individual teachers can implement STL through the use of the teacher's manual (which costs $10.00). For school or district implementation, there should be general awareness training followed by workshop training (two days).

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in many states. Project staff is available to attend out-of-state awareness meetings, and/or training at the adopter site. The cost for this service is $600 per day plus expenses. Implementation and follow-up services are available to adopters. Cost to be negotiated.

Contact **Anna Marie Farnish, Director of Training Projects, Center for Research on Elementary and Middle Schools; 3505 North Charles Street; Baltimore, MD 21218. (301) 338-8249.**

Developmental Funding: NIE

JDRP No. 75-81 (75)
Recertified 79-12 (4/17/79)

Systems Approach to Individualized Instruction (SAII). A systematic instructional program in reading and mathematics.

Audience Approved by JDRP for students of all abilities, grades 1-6. It has also been used in other settings with grades 7 and 8.

Description SAII has developed criterion-referenced tests and learning modules for 155 reading skills (e.g. readiness, phonics, syllabification, and structural analysis) plus 200 criterion-referenced tests and learning modules for the computational skills of mathematics.

The project has also developed sets of teacher questions and student worksheets to accompany over 400 paperback books (e.g., *Profiles in Courage, Henry Huggins, Little Red Hen*). Each set of questions has been divided into lessons with each lesson having questions on five levels of comprehension: recall, interpretation, extrapolation, analysis, and evaluation. A set of two handbooks is available to help the teacher manage the component parts. The program can be adapted to the areas of diagnosis (criterion-referenced—math and reading) or basic skill development (learning modules in reading and math or comprehension components of reading).

Requirements A one- to three-day pre-adoption workshop is required. Consultant help is available. SAII is implemented by the regular classroom teacher. The reading component requires two teachers, the math component, one. Master tapes—available for reproduction—are required for the reading component.

Services Awareness materials are available. Visitors are welcome October through March. Training is conducted at the project site (adopting site must cover own costs). Training is conducted out of state. Project staff can attend out-of-state conferences. Print-ready set of project materials is available at cost. Diagnostic tests: reading, $20; math, $24. Learning modules: reading, $70, math $120; comprehension questions, $165; games to accompany reading learning modules, $20.

Contact **Charles L. Barker; Josephine County School District; 706 N.W. "A" St.; Grants Pass, OR 97526. (503) 476-7721.**

Developmental Funding: USOE ESEA Title III

JDRP No. 73-15 (4/4-5/73)

Waterloo Follow Through; Adaptive Learning Environments Model. An individualized sequential program of instruction in readiness skills and classroom management.

Audience Approved by the JDRP for children in grades K-3; especially adaptable to low-income students.

Description The *Waterloo Follow Through* project provides a program of adaptive instruction with emphasis on student self-management skills and classroom management techniques. Active parent participation is stressed.

The instructional program is based on the *Adaptive Learning Environments Model* (ALEM) sponsored by the Center for Research in Human Development and Education, Temple University. A readiness program (emphasizing basic skills in a hierarchical sequence) includes classification, quantification, and four perceptual areas: visual motor, auditory motor, general motor, and letters and numerals. An adaptive classroom management program for grades 1, 2 and 3 follows the readiness program.

Staff training is provided for increasing teacher and teacher-associate skills in diagnosing individual student learning needs, assigning record keeping, and organization and management of an adaptive classroom setting. The development of teaching strategies that provide a variety of paths for student attainment of objectives is stressed.

Requirements The *Waterloo Follow Through* instructional programs can be adopted by a single classroom unit or by several units. The PEP readiness program may be adopted as a separate component. Pre-adoption training, teacher-associate services, limited special classroom equipment, and construction of learning materials are necessary. Adopter site must provide a liaison person. Pre- and post-data are recommended.

Services A Follow Through Demonstration/Training Center. Awareness materials are available at no charge. Visitors are welcome by appointment. Awareness conferences and training services are available at the demonstration project site (costs to be arranged). Training manuals and implementation materials are available at cost. No follow through funds are available for assisting adopter sites. Field visitations can be made by Waterloo staff (costs to be arranged). Program materials: Readiness, $1032 per classroom for start-up, $100 per classroom for maintenance.

Contact **Dorothy Winter, Project Director; Follow Through Demonstration/Training Center Project; Waterloo Community Schools; 1516 Washington St.; Waterloo, IA 50702. (319) 291-4844.**

Developmental Funding: USOE Follow Through

JDRP No. 77-148 (9/6/77)

Waukegan Effective Schools Approach. A cost-effective and comprehensive education program designed to help schools improve student learning and achievement.

A CIRCLE OF SUCCESS

Audience Approved by JDRP for students of all abilities, in grades K-3; especially for at-risk students.

Description The *Waukegan Effective Schools Approach* has reversed the trend among low-achievers in grades K-3 through emphasis on the basic skills of reading, math, spelling, and handwriting.

The *Effective Schools Approach* was developed at the University of Kansas in collaboration with school districts throughout the United States. The model components are: Classroom Management, Motivation and discipline, and Parent and Community Involvement and Evaluation.

Teachers and paraprofessionals are trained thoroughly in the use of all program components. Active parent and community involvement are promoted and parents are encouraged to become classroom assistants.

The program introduces reading, mathematics, spelling, and handwriting at the kindergarten level and emphasizes continued mastery of these skills through the third grade. A high level of motivation is maintained through use of a token or contract system. Curriculum materials used at the adopting site can be adapted to the program.

Requirements Signed contract clarifies adopter commitment to replication of major program components (emphasis on basic skills, positive reinforcement techniques, continuous progress assessment, use of teaching assistants). Adopters provide at least one teaching assistant per classroom, assume financial commitment, and designate one person as local coordinator. Required training varies with number of components adopted: 1 day of preservice, 3 days of hands-on (inservice) training. School principal must be well enough acquainted with program to monitor progress.

Services A Follow Through Demonstration Center. Awareness booklets, brochures, and fact sheets are available at no cost. Awareness filmstrip-cassette is available on loan. Project staff is available to attend out-of-state awareness meetings. Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site. Training materials for reading, math, classroom management, and parent involvement are available to adopters. Follow-up and evaluation assistance are available to adopters.

Contact **Program Director; Waukegan Public Schools; 1201 N. Sheridan Rd.; Waukegan, IL 60085. (312) 360-5464 or 360-5472.**

Developmental Funding: USOE Follow Through

JDRP No. 77-126 (8/19/77)

COAST: Cognitively Oriented Approach to Skills Teaching. A cognitively oriented program for mathematics, language development/writing, and the application of skills through the use of learning centers. Approved by JDRP for students of all abilities and socio-economic backgrounds in grades K-3.

Description The goals of Project COAST are growth in mathematics and communication skills through strategies that develop related concepts and provide opportunities for the application of skills. There are three program components: mathematics, language development/writing, and learning centers. A management system for small-group math instruction and the use of relevant manipulative instructional materials support a more individualized approach to concept and skill development. The understanding of mathematical concepts forms the "cubbyholes" within which skills are stored for easier retrieval. Active units of study for various types of literature form the cognitive framework for expanding skills in oral and written communication. The resulting understanding allays the students' fears of not having "anything to write about." This process utilizes the language experience approach and naturally integrates all of the language arts (speaking, listening, writing, and reading) in a purposeful way. Communications and mathematics skills checklists based on Florida Minimum Performance Standards are available to aid the teacher in documenting student achievement. Learning centers in the classroom allow children to make choices and work independently as they apply basic skills, solve problems, and make decisions. A well-planned and time-tested management system for centers provides the parameters within which the students are given the motivation and opportunity to be thoroughly involved in their own learning. The teacher's interactions and observations during this segment provide the basis for more appropriate direct instruction.

Contact **Mary F. Hancock, Director; Project COAST; or David Bidwell, Director; Panhandle Area Education Cooperative (PAEC); 411 West Blvd. S; Chipley, FL 32428. (904) 638-4131.**

Developmental Funding: USOE Follow Through

JDRP No. 77-123c (2/4/81)

Dayton Direct Instruction Follow Through Project. A program emphasizing small-group face-to-face instruction by teachers and aides using carefully sequenced lessons to achieve proficiency in reading, math, and language. Approved by JDRP for K-3.

Description The *Dayton Follow Through Program* attributes its success to: a system of carefully sequenced skills in reading, math, and language programmed for teacher use; highly specific teacher training; and careful monitoring of student progress. A positive-reinforcement management system is employed. Teaching is by direct programmed instruction consisting of a fast-moving series of programmed questions and answers. This involves frequent verbal responses by the children, and requires basic teaching techniques to hold children's attention. The following represents a basic teaching sequence: teacher presents a task from a developed manual, using specified questions; children respond verbally; teacher evaluates their answers, reinforcing good responses; teacher uses a specified procedure to correct wrong answers; all tasks in a lesson are completed, following steps 1 to 4; children are given take-home materials related to the lesson, which are later reviewed in class. Another aspect of the program is active parent involvement—as members of the Parent Advisory Council; as participants in classes, in which they are taught how to teach their children using the program instructional model; and as classroom volunteers or paid para-professionals.

Contact **Gail S. Rowe, Project Manager; Dayton Follow Through Project; 228 N. Broadway #213; Dayton, OH 45407. (513) 224-3175.**

Developmental Funding: USOE Follow Through

JDRP No. 77-132 (8/24/77)
Recertified (2/85)

—A Proven Exemplary Program for Primary Youth

East Las Vegas Follow Through. A Direct Instruction - Plus - Model. Reading, math, and language for bilingual, bicultural children in rural communities. Approved by JDRP for grades K-3.

Description The goal of the *East Las Vegas Follow Through* project is development of enthusiastic and successful students through use of a variety of basal reading and math series along with the highly structured DISTAR system for reading, math, and oral language. In each subject, teachers work with skill lists to anticipate where children should be at the end of each school year. Independently and in small groups based on ability, children work 90 minutes daily on both oral and silent reading instruction and activities. Special correction procedures, frequent opportunities for student oral and written responses, and biweekly criterion-referenced testing and reporting are essential elements of the program. Children with limited English-speaking ability are taught in their native language by teachers and aides using locally developed materials. Children are encouraged to take pride in their cultural heritage by learning the songs, games, foods, folk dances, and customs of northeastern New Mexico. Follow Through students (grades 1-3) scored at or above the national median in math or reading (as measured by the Comprehensive Test of Basic Skills). This is higher than would be expected on the basis of pretest scores for this population.

Contact **Ann Costello, Director; East Las Vegas Follow Through; Las Vegas City Schools; 901 Douglas Ave.; Las Vegas, NM 87701. (505) 425-5279.**

Developmental Funding: USOE Follow Through

JDRP No. 80-50f (2/13/81)
Recertified (3/85)

Electric Company. The use of television in teaching reading skills to young children.

Audience 2nd grade

Description The *Electric Company* represents the first large-scale experiment in the use of television in teaching reading skills to young children. The best *Electric Company* segments are now organized into new video cassette, 16 mm films and sound filmstrips that develop and reinforce specific reading skills. Programs available now cover punctuation, consonant diagraphs, short vowels and silent "e". *Teacher's Guide* and *Library Kit* are included, featuring reproducible exercises, song lyrics and program objectives.

Requirements Video cassettes (Beta, VHS or U-Matic), 16 mm film and sound filmstrip formats are available from Guidance Associates. Call toll-free: 800-431-1242, Monday-Friday, 9:00 AM to 5:00 PM, for a catalogue and a video sampler.

Services Field officers are located in several states. For referral contact Evelyn P. Davis, One Lincoln Plaza, New York, NY 10023 (212) 595-3456. CTW staff are available to participate in regional and national conferences.

Contact **Guidance Associates, Inc., Communications Park, Box 3000, Mt. Kisco, NY 10549-0900. (212) 595-3456.**

Developmental Funding: USOE Off. of Lib.
Learning-Tech.

JDRP No. 74-23 (4/29/74)

Enriching The Curriculum: (ETC). An exemplary project which involves the community in providing remedial instruction in reading and math to children who live in Chapter I designated areas. Approved by the JDRP for educationally disadvantaged students in grades 2-6.

Description The program provides intensive individualized remedial math and/or reading instruction. The basis of the program is a diagnosis of the educational strengths and weaknesses of each child and the writing of an individualized prescriptive educational plan. All teachers are remedial specialists and all aides are parents of children in the community. Specialists are responsible for the diagnosis, design of the program, coordination with classroom teachers, and supervision of parent aides. Parent aides follow lesson plans and tutor children four or five times per week for 30-40 minute periods either individually or in small groups. Every week, the specialist reviews the prescriptive program of each child, writes lesson plans for the following week, and teaches a model lesson to children who are working with the aide. When a child is accepted into the program, the classroom teacher receives a diagnostic summary and a copy of the educational plan. Teachers meet regularly to exchange information on specific skills needs. A parent coordinator is employed to serve as a liaison between school and parents and to increase parental involvement in the program. Children graduate when their reading and/or math performance is at grade level or above according to the California Achievement Test and individual diagnostic tests.

Contact **Charlotte S. Laven, Project Coordinator; ETC Project; Brookline Public Schools; 25 Kennard Rd.; Brookline, MA 02146. (617) 734-1111, ext. 183, 118.**

Developmental Funding: USOE ESEA Title I

JDRP No. 81-48 (3/25/82)

Flint Follow Through: A Direct Instruction Model.

Audience Approved by JDRP for grades K-3. The project was developed for educationally and economically disadvantaged students.

Description In practice since 1969, educationally disadvantaged students have grown significantly in basic skills development as well as in their ability to more accurately perceive themselves as worthy, capable people. Teaching materials are the highly structured, carefully sequenced, scripted lessons of *Reading Mastery* and *DISTAR Language and Arithmetic*. Each area is taught in daily 30-minute blocks. Increased achievement is attained by reciprocal teaching requiring a high degree of students time on task; multiple-response techniques to increase guided practice of new skills and prescribed procedures for evaluating students. Independent work activities review, reinforce and integrate the skills mastered in the directed lesson. Individual student progress is regularly monitored through criterion-referenced materials. Students in the Direct Instruction program score significantly higher on achievement tests in reading, language, and mathematics than students from similar background not in the program. Results of the *SRA Achievement Test* show gains meeting or exceeding national norms in all areas. A parent coordinator promotes an active parent involvement program. Teacher materials are a one-time purchase at approximately $280 per curricular area. Consumable student materials are approximately $10 per student, per curricular area per year.

Requirements Program components are correlated but may be adopted individually based on LEA needs. An adopter must agree to a two-year implementation, provide pre and post test data and purchase of teacher and student materials. A one-day teacher training workshop per curricular area is required prior to implementation.

Services Awareness materials are available at no cost. Project personnel are available for teacher training and bi-monthly in-classroom consultant visits during the two year guided implementation at no cost to adopting districts within the state of Michigan. Adopters from other states must assume the travel costs for project personnel to their site.

Contact **Edward J. Hansberry, Director; Flint Follow Through; 923 E. Kearsley St.; Flint, MI 48502. (313) 762-1452.**

Developmental Funding: USDE Follow Through

JDRP No. 77-122 (8/17/77)

Flippin Follow Through. A School Effectiveness Model. Basic reading and oral and written language for economically disadvantaged children.

Description The goal of *Flippin Follow Through* is to give economically disadvantaged children a firm background in reading, oral and written language, spelling, science and social studies so that they may compete later in life with their peers for higher education and vocational opportunities. The DISTAR Instructional System is the core of the program, with four levels in reading and three levels in language. In addition, basals are used as supplementary readers and home reading is stressed.

The four levels of reading progress from decoding and basic comprehension through increasing fluency and accuracy, to reading for new information, for understanding and to applying rules and principles. The language sequence teaches standard spoken English as a basis for reading comprehension. Names and classes of objects and concepts, logical processes, spelling, punctuation, rules of grammar, and writing are all features of the language sequence. Learning tasks are presented in small or large groups by the teacher or specially trained aide. Techniques used are: teaching to mastery, group response, positive reinforcement, immediate correction of errors, individual turns, and pacing. A system for progress monitoring includes both quantitative and qualitative measures Thus, the Direct Instruction curriculum, extended reading, and progress monitoring are the key components of the *Flippin School Effectiveness Model*.

Contact **Rosalee Wade, Director; Flippin Follow Through; P.O. Box 239; Flippin, AR 72634. (501) 453-8860.**

Developmental Funding: USOE Follow Through JDRP No. 80-50d (12/29/80)

GEMS: Goal-based Educational Management System. A goal-based educational management system developed to support diagnostic/prescriptive teaching for mastery learning. Approved by JDRP for grades K-6. This program has also been used with grades 7-12.

Description With GEMS, teachers can efficiently diagnose skills in reading and prescribe learning activities for mastering these skills. GEMS defines reading in terms of units of study (goal-units) for each grade level. The goal-units are divided into six strands—phonics, structure, vocabulary, comprehension, study skills, and affective reading. Pre- and post-tests are provided for each goal-unit, and placement tests are provided for each strand to help teachers diagnose the appropriate instructional level for each student. Multiple strategies and materials to aid in teaching for mastery are identified and coded to the GEMS Reading System. A GEMS Book is provided for each level; these books are intended to be used by the teacher as a guide in implementing the program with students. Each book contains introductory information; goal-units, pre- and post-tests, test keys; model strategies for each goal-unit; and an appendix of information and teacher resources. GEMS reading incorporates three basic retrieval systems: paper and pencil, key sort cards, and computer. Retrieval systems are developed to monitor student progress and to aid teachers in grouping students in instructional sequences. Mastery tests are available to check for learning retention and competency relative to graduation requirements. GEMS makes it possible for teachers to pursue the goal of mastery learning by identifying and communicating to students what they are expected to learn, indicating the appropriate level for instruction, and accommodating a variety of teaching approaches to meet student needs. GEMS places accountability of student and teacher in proper perspective by helping teachers evaluate the quality of their own teaching as well as their students' performance. The staff development component of GEMS reading is designed to train teachers and administrators in the use of the management system for diagnostic/prescriptive teaching.

Contact **Jordan School District; 9361 S. 400 East; Sandy, UT 84070. (801) 565-7100.**

Developmental Funding: USOE Right to Read JDRP No. 79-2 (2/16/79)

Gulport Follow Through: University of Georgia Model (UGA). Comprehensive education and intellectual model for developing cognitive and/or problem-solving skills for children of all ability levels in grades 1-3. Approved by JDRP for grades 1 and 3.

Description The *Gulfport Follow Through* Program is based on the University of Georgia model. This program uses the assessment of cognitive level as a guide for establishing a learning environment that maximizes development of the thinking process. Learning activities are designed to encourage the child to experiment with problems and discover solutions; this type experience enhances the shift from concrete to abstract levels of thinking.

Based on the idea that learning occurs most easily when the child is an active agent in the process, all aspects of the classroom environment are designed in terms of three elements. The child is (l) presented materials just slightly more difficult than previously mastered (mis-match), (2) encouraged to choose his/her own method of problem solution (self-regulation), and (3) given time to manipulate learning materials (activity).

Manipulative materials and activities which draw on the child's prior knowledge and experiences are essential to the program. Physical, concrete activities and materials involve children in constructing knowledge for themselves. Individual and small group instructional arrangements allow for active involvement, and permit the teacher to more effectively accommodate each child's cognitive and achievement levels and learning styles. Teachers and instructional aides are trained to apply the model strategies to most of the currently used textbooks and materials in reading, language arts, science, mathematics, and social studies. Regular in-service training on teaching techniques and cognitive assessment is conducted with guidance from the university sponsor.

Medical and dental health, nutrition, psychological and social services, and parent involvement are other essential elements of the University of Georgia model.

Contact **Jean King, Coordinator; Gulfport Follow Through Project; Gulfport Public Schools; P.O. Box 220; Gulfport, MS 39501. (601) 865-4672.**

Developmental Funding: USOE Follow Through

JDRP No. 80-51e (2/2/81)

Hawaii Follow Through Project. Dissemination and demonstration of the "developmental-interaction approach" to early childhood education and the "parent-child interaction activities" approach to parent involvement. Approved by JDRP for grades K-3.

Description Based on the Bank Street College of Education developmental-interaction model, the purpose of the *Hawaii Follow Through Project* is to further the cognitive, affective, social and physical development of low-income children. The experience-based integrated curriculum is expected to motivate the children to engage in both formal and informal classroom activities as well as to develop children's attitudes toward other people. The teacher's consideration of the children's developmental needs and levels of interest and learning styles results in individualization of the curriculum. In addition, ongoing assessment and child study are important aspects of each teacher's functions. The language experience approach, which integrates oral language, reading, and writing instruction and which makes learning relevant and meaningful, is considered especially appropriate for children with mixed language backgrounds. The integrated curriculum allows for practice in applying math skills, especially through social studies activities. Classrooms staffed by a teacher and an aide are set up as workrooms for self-directed learning and children are encouraged to take responsibility for the materials they select and use. A supportive learning environment permits child-child and adult-child interactions as part of the daily learning process. For the new 3-year grant award, 1988-89 to 1990-91, focus is on demonstration and dissemination of the developmental interaction instructional model and parent-child interaction activities model.

Contact **Janet Sumida, Director; Hawaii Follow Through Project; Hawaii State Department of Education; 2106 10th Ave.; Honolulu, HI 96816. (808) 737-1949.**

Demonstration/Dissemination Funding: USOE Follow Through

JDRP No. 77-156c (4/22/81)

Leflore County (Mississippi) Follow Through Project. A program based in part on the theories of Jean Piaget and the philosophy of John Dewey that blends open-ended, child-initiated activities with teacher-structured lessons. Approved by JDRP for K-3, school administrators, teacher trainers, para-professionals, and teachers.

Description The *Leflore County Follow Through* program employs the High/Scope cognitively oriented curriculum as a framework for education. This curriculum was developed by the High/Scope Educational Research Foundation of Ypsilanti, Michigan. Children assume responsibility for their own learning by planning self-initiated activities, carrying out their plans, presenting what they have learned, and sharing their experiences with others. Teaching teams structure specific learning experiences based on children's needs and their ability to learn a concept or skill. Adults help children apply acquired skills within student-initiated projects. Through this process, children become knowledgeable in the areas of writing and reading, mathematics, science, social studies, music, physical education, health, and safety. Recognizing that parental commitment to children's education is a major factor in a child's school success, the *Leflore County Follow Through* project has developed and implemented a parent program that takes the school to the home and brings parents to the school. Parents participate in classroom activities and workshops. Through these efforts, parents have contributed their knowledge, skills, and resources to the school's educational goals. Statistical analysis of test scores comparing Follow Through children's achievement over the last 5 years with those of non-Follow Through district students show significant increases in the Follow Through children in reading, mathematics and language.

Contact **Ann Adams: Educational Service Building; 1901 Highway 82 West; Greenwood, MS 38930. (601) 453-8566.**

Developmental Funding: USOE Follow Through JDRP No. 77-123 (8/18/77)

McCormick Follow Through: University of Georgia Model (UGA). Comprehensive education and intellectual model for developing cognitive and/or problem-solving skills for children of all ability levels in grades 1-3. Approved by JDRP for grades 1 and 3.

Description The *McCormick Follow Through Program* is based on the University of Georgia (UGA) model. This program uses the assessment of cognitive level as a guide for establishing a learning environment that maximizes development of the thinking process. Learning activities are designed to encourage the child to experiment with problems and discover solutions; this type experience enhances the shift from concrete to abstract levels of thinking.

Based on the idea that learning occurs most easily when the child is an active agent in the process, all aspects of the classroom environment are designed in terms of three elements. The child is (l) presented materials just slightly more difficult than previously mastered (mis-match), (2) encouraged to choose his/her own method of problem solution (self-regulation), and (3) given time to manipulate learning materials (activity).

Manipulative materials and activities which draw on the child's prior knowledge and experiences are essential to the program. Physical, concrete activities and materials involve children in constructing knowledge for themselves. Individual and small group instructional arrangements allow for active involvement, and permit the teacher to more effectively accommodate each child's cognitive and achievement levels and learning styles. Teachers and instructional aides are trained to apply the model strategies to most of the currently used textbooks and materials in reading, language arts, science, mathematics, and social studies. Regular in-service training on teaching techniques and cognitive assessment is conducted with guidance from the university sponsor.

Medical and dental health, nutrition, psychological and social services, and parent involvement are other essential elements of the University of Georgia model.

Contact **Susannah McKellar, Director; McCormick Follow Through Project; McCormick County School District; P.O. Box 548; McCormick, SC 29835. (803) 465-2435.**

Developmental Funding: USOE Follow Through JDRP No. 80-51e (2/2/81)

Plattsburgh Follow Through Program. Reading, math, and language for children from low-income areas. Approved by JDRP for grades K-3.

Description The goals of the *Plattsburgh Follow Through Program* are to prevent economically disadvantaged children from failing in reading and math and to promote development of their language skill. Initial and ongoing assessment, weekly meetings of the entire staff, periodic reviews of each child's reading and math programs, and staff development in Bank Street College of Education theories and practices are the means used to attain the program's goals. Rather than being directed by their teacher, the children help shape their own activities. They work independently, in small groups, or singly with the teacher or aide on such projects as sand and block construction, art activities, cooking, dictation, journal writing, measurement, and science experiments. The classroom setting is tightly organized, giving children the opportunity to express themselves in words and actions and to work with each other. Home visits, trips for parents and children, and participation by parents in the classroom are fundamental to the program. Parents are also actively involved in decision making in all aspects of the program. In addition, parents are offered a variety of practical and academic courses and workshops with community agencies.

Contact **Robert Garrow, Director; Plattsburgh Follow Through Program; Monty Street School; Monty St.; Plattsburgh, NY 12901. (518) 563-1140.**

Developmental Funding: USOE Follow Through

JDRP No. 77-156h (4/24/81)

Reading/English Rotation Project. A rotating classroom approach to teaching reading/language arts skills to students working below grade level. Approved by JDRP for grades 7-9. It has also been implemented in K-12.

Description An organizational pattern was designed to take into account the characteristics of the students and to identify and meet their individual needs. Students are divided into small, flexible groups of six to 10 which move from station to station. Different materials and activities at each station are specifically planned to build a success pattern for the individual child. A rotation group consists of 60 children. Each group of 20 moves to three different classrooms during a two-period time block of approximately one hour and 30 minutes. One classroom is equipped as a reading laboratory where basic reading skills are emphasized. A second classroom reinforces reading skills through various reading activities selected to provide sequential development of skills. In the third classroom, the English teacher again reinforces the reading skills through various English/reading skill exercises and through the language-experience approach to reading. This is a team-teaching approach that emphasizes the integration of the basic communication skills as opposed to the "pull-out" model.

Contact **Marcelyn Hobbs, Program Director; Reading/English Rotation Project; P.O.Box 475; Thomson, GA 30824. (404) 595-7339.**

Developmental Funding: USOE ESEA Title I

JDRP No. 73-35 (4/4-5/73)

Responsive Early Childhood Education Program (RECEP). A program of language, mathematics, and problem-solving for children in grades K-3. Approved by JDRP for children, grades K-3.

WHERE
CARING
PROMOTES
EXCELLENCE

Description The *Responsive Early Childhood Education Program* is currently serving 1,100 children, grades K-3, who meet Follow Through and/or Headstart eligibility. An additional 550 children receive Responsive Education instruction as a result of their placement in Follow Through classrooms. The goals are to increase children's learning of the basic skills of language and mathematics and of problem-solving abilities; to stimulate the development of positive attitudes toward learning; and to foster culturally pluralistic attitudes and behaviors.

Special attention to the improvement of basic skills has characterized the Goldsboro project since its inception. Distinctive features include a basic skills personalized instructional program using trained volunteers and comprehensive test results. Also unique is a Parent-Child Learning Center, developed at the request of parents, which provides material for use at home in helping their children learn basic skills. RECEP is based on the belief that all children have an accumulated learning base upon which additional knowledge and skills can be developed. The evaluation component of this program provides the teacher with specific information for each child that describes his/her strengths and weaknesses. Individual student needs are assessed, and standardized test scores are regularly compared with those of children elsewhere in the country. Staff development features interpretation and use of test-score information. Inherent in this program is the belief that success builds success;therefore, the teacher uses all available information about each child in helping develop his/her learning plan.

A volunteer program provides each child with individual attention. Volunteers are trained and supervised. Assessment of volunteer needs and placement according to these needs have resulted in an instructional program which has provided a successful learning environment for children from varying backgrounds. Through appropriate research design techniques, RECEP has been shown to improve significantly young school children's attitudes toward academics as well as improving academic achievement in the basic skills. Additionally, longitudinal studies have indicated positive later effects as assessed by standardized achievement tests. Portions of the project have been successfully replicated on a state-wide basis.

Contact **Alice M. Ragland, Director, The Responsive Early Childhood Education Program; Goldsboro City Schools; P.O. Box 1797; Goldsboro, NC 27533-1797. (919) 731-5900 ext. 30.**

Developmental Funding: USOE Follow Through

JDRP No. 77-154b (2/4/81)
Recertified (4/6/85)

SECTION G: Basic Skills—Reading

AIRS: Andover's Individualized Reading System G-1
Alphaphonics: Integrated Reading Program G-2
BASIC — California Demonstration Program in Reading G-21
BAsic SKills in Reading (BASK) G-3
*Books and Beyond G-4
Conquest G-21
*Content Reading Including Study Skills (CRISS) G-5
*Cooperative Integrated Reading and Composition (CIRC) - Reading G-6
Cranston's Comprehensive Reading Program K-12. G-7
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HOSTS Reading: Help One Student To Succeed G-10
Intensive Reading Improvement Program (IRIP) G-22
*IPIMS Reading Center: Individualized Prescriptive Instructional Management System (for Under achievers in Reading) G-11
*Learning To Read Through The Arts Program G-12
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PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth And Selective Utilization of Staff—Personalized Approach to Continuous Education G-23
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Reading Achievement Program (RAP) G-14
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*Reading Education Accountability Design: Secondary (READ:S) G-16
Reading Improvement by Teaching Effectively (RITE) G-17
*Reading Power in the Content Areas (RP) G-18
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SEAPORT: Student Education Assuring Positive Organized Reading Techniques G-24
Team Oriented Corrective Reading (TOCR) G-20

** Projects currently funded by the NDN*

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
AIRS	G-1			✔	✔	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	None	2 1/2
Alphaphonics	G-2			✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	NEG	✔	✔	WI,WA,AZ,AR,CA,DC,DE PA,VA,FL,HI,IL,IN,KY,ME, MN,OR,MO,MT,NE,NV	>1
BASK	G-3						✔		✔				✔			✔	✔	None	2
Books & Beyond	G-4	✔		NEG	NEG	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	CA,IA,NC,ND,NE,NY, MN,VA,WI,AK,SC,NV, MA,OK,KY,CT,TN,VT	1
Conquest	G-21				✔	✔	✔		✔							✔	✔	None	1
CRISS	G-5	✔					✔	✔	✔	✔				✔		✔	✔	TX,ME,WI,FL,AZ,NM,MT, MN,MA,HI,ID,NC,AR,IL, KS,OR,UT	2
CIRC	G-6	✔		✔	✔	✔	✔	✔	✔				✔	✔	✔	✔	✔	None	1
Cranston	G-7				✔	✔	✔	✔	✔	✔			✔			✔	✔	None	2
DTR	G-22				✔	✔	✔		✔	✔			✔	✔		✔	✔	None	1
ECRI	G-8	✔			NEG	NEG	✔	✔	✔	✔			✔	✔		✔	✔	TX,CA,NE,OR,NJ,WI,SD,NY, TN,AK,UT,MI,OH,GA,MN, VA,ME,SC,KY,AR,NJ	3+
Futureprint	G-9		✔		✔		✔	✔	✔	✔			✔	✔		✔		KS,CA,MT,IL	1
HOSTS Reading	G-10							✔	✔	✔			✔	✔				ALL	3+
IRIP	G-22				✔	✔							✔			✔	✔	None	3
IPIMS	G-11	✔	✔				✔	✔	✔				✔	✔	✔	✔	✔	None	1
LTR	G-12	✔		NEG	✔	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	NM,FL,NJ,MI	2
MVTV	G-23					✔	✔		✔					✔		✔	✔	None	2
PEGASUS-PACE	G-23			✔	✔	✔	✔	✔	✔		✔		✔	✔	✔	✔	✔	KS	2
PTR	G-13			✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔		None	3+
RAP	G-14						✔		✔				✔					None	1

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
ReCaRe	G-15			✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	NE,CO,MI,MN,MA	2
READ:S	G-16	✓				✓	✓	✓	✓				✓	✓	✓	✓	✓	AZ,AR,FL,ID, KS,MI,MN,MS	2
RITE	G-17			✓	✓	✓		✓					✓	✓		✓	✓	None	2
RP	G-18	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	MA,CT,OH,MN, CA,MI,KS,WA,OK	1 to 2
RR	G-19	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	None	1 year
Seaport	G-24				✓		✓		✓				✓			✓		None	1

AIRS: Andover's Integrated Reading System. A diagnostic/prescriptive reading program designed to teach basic skills and foster enjoyment of literature.

Audience Approved by JDRP for students of all abilities, grades 1-6. Recertified on April 1, 1985.

Description *Andover's Individualized Reading System* (AIRS) was developed to provide quality education in the regular classroom by promoting: consistency of curricula throughout the system; competence in teaching skills; enjoyment of literature by students; and significant growth in reading scores.

AIRS basic skills for grades 1-6 are defined by a comprehensive set of behavioral objectives to which all instructional activities, materials, and tests are keyed. Reading instruction is teacher-directed in grades 1 and 2, where lesson plans are correlated to the Economy Company's 1975 and 1986 texts, which build a strong phonetic base. To this program AIRS adds handwriting lessons, dictations, spelling, sight word study, and criterion-referenced post tests. AIRS also provides skill books for teaching comprehension and word meaning to students in grades 1-6 and structural skills in grades 2-6. Each booklet contains lesson(s), follow-up(s), reinforcement practices, and a post test. Students spend a portion of their reading time using individualized reading and literature books. Student achievement at all levels is monitored using criterion-referenced tests in phonics, structural skills, word recognition, comprehension, and word meaning. Progress throughout the program is outlined by continuums for each grade level. Records are kept for groups and individuals. Since its approval by JDRP, additional components have been developed to make AIRS a total language arts program. They include grammar, spelling, capitalization/punctuation, and grammar/word usage. Students spend 10-12 hours a week on the total language arts program.

AIRS uses the Mastery Management System software for computer assisted management of the comprehension component. AIRS/MMS enables AIRS adopters to use the Apple microcomputer for scoring and analyzing tests, monitoring student progress, and prescribing appropriate study helps.

AIRSware, developed under a grant from the Apple Education Foundation, is instructional software for reinforcing and enriching the AIRS Word Meaning component.

Requirements Two and one-half days (1/2 day of workshop preparation and two days of follow- up training) are recommended for implementation of the total program. The program is designed to be used by an entire system as a total language arts program or by a single school. Individual AIRS components, such as comprehension, may be adopted to supplement an existing program. A complete set of materials for each component adopted is needed.

Services Visitors are welcome by appointment. Exemplary project staff assist in program planning and conducts workshops that include presentations and demonstrations for each component being implemented. Follow-up consultations by project staff: average of two visits, length determined by size of adoption. Awareness materials and teacher guides provided for trainees prior to workshop sessions. Information regarding financial arrangements will be provided upon request. The AIRS Reading Program consists of 135 student booklets ranging in price from $1.50 to $4.00, and more than 25 teacher resources ranging from $2.25 to $24.50. Approximate cost of a total reading program for a class of 30 students is $1,487.00. (Per pupil cost $50—prorated over 5 years—$10.00 per year.)

Contact **Theresa Gaffny Murphy, Executive Director, Andover Public Schools, Bartlet Street, Andover, MA 01810. (617) 470-3800, ext. 373.**

Developmental Funding: USOE ESEA Title III and Local

JDRP No. 74-25 (4/29/74)
Recertified (4/1/85)

Alphaphonics: Integrated Beginning Reading Program. A 26-week developmentally appropriate, success-oriented, multi-sensory alphabet system to be used as a foundation for any reading system or program. May be used as a basic or supplemental program.

Audience Approved by JDRP for kindergarten students. This program has also been used in other settings for preschool, first grade, special education, bilingual education (Spanish), ESL, Chapter I students in primary grades, also a School for the Deaf.

Description Alphaphonics increases reading achievement by promoting the acquisition of basic reading readiness and oral and receptive language skills while helping children develop positive academic self-images. The program utilizes discovery, mystery, and memory aids. It stresses both positive recognition and a belief in the ability of each child to succeed. It combines frequent repetition and immediate correction or confirmation of children's responses with a game-like presentation of materials and positive feedback from the teacher. Large poems are used for whole group integrated language. The necessary repetition is made interesting by the presence of Astro, the friendly visitor from outer space. Astro's Bag, an essential program prop, contains lesson materials for the day and stimulates curiosity in the children. The children believe Astro is the source of food reinforcements and badges awarded to them each week. Astro also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with him.

The daily Alphaphonics lesson lasts 20-30 minutes. It can be used for large-group instruction, small-group enrichment, or individualized programming. The children begin an individualized reading program as ready while they continue with the Alphaphonics lessons. The first part of an Alphaphonics lesson consists of a lively class discussion during which the teacher presents the day's activities. The teacher then works individually with students who need enforcement or enrichment. This program promotes a thematic unit developmentally appropriate integrated curriculum. Alphaphonics does not require a teacher's aide, although the use of aides allows increased individual attention to each student.

Start up costs for basic non-consumable materials—Alphaphonics Book and Bag—$60.00 per classroom. Additional consumable and non-consumable supplementary materials are optional. Contact project for detailed list.

This program is also available in a Spanish version and D'Nealian.

Supplementary computer software available—Alphaget and Astro's ABC's. Alphaphonics Plus—suitable for end of kindergarten or a complete first grade program.

Requirements The program can be implemented in a typical classroom using regular teachers. A half-day or one-day training session is highly recommended. The only materials that must be purchased are the Alphaphonics manual and Astro's Bag. A variety of educational and motivational materials to enhance the program are useful and highly recommended.

Services Awareness materials, grant writing packets, correlation to Texas Elements and awareness tapes are available at no cost. Arrangements can be made, if given advance notice, for visitors to observe the program in use in various settings. Project personnel is available to attend out-of-state awareness meetings. Training is conducted at the project site or at the adopter site. Implementation, follow-up, and evaluation services are available to adopters. (Costs for all services available to be negotiated). A three day Certified Trainer workshop is usually held in July.

Contact **Jeanne Stout Burke, Judith Brown or Gretchen Ross, Co-Directors, Co-Developers; Alphaphonics; Sunshine Gardens School; 1200 Miller Avenue; South San Francisco, CA 94080. (415) 588-8082**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-15 (2/25/74)

BAsic SKills in Reading (BASK). An exemplary project providing special instruction in the basic skills necessary for reading success.

Audience Approved by JDRP for readers grades 1-6 scoring below the 40th percentile on the Stanford Achievement Reading Test.

Description BASK is an adoptable/adaptable program that can be used in several ways to upgrade reading skills. Target pupils are remedial. It is a pull-out project, using a criterion-referenced format and including individualized diagnosis, prescription, and instruction. The BASK curriculum is targeted to basic reading skills—readiness, phonics, structural analysis, comprehension, and study reference skills. Each child in the program receives 150 minutes of instruction weekly (30 minutes daily), working in small groups or on a one-to-one basis. The heart of the project is the individualized small-group instruction given daily. Frequent diagnosis and flexible prescriptive teaching ensure pupils' experience of success. Computerized information retrieval is used for diagnosis, prescription, and record keeping. The computer processes progress reports for parents and school staff. The project is also designed for manual record keeping and data processing.

Requirements Adopting district must make firm commitment to the use of BASK, provide necessary training, and assign supportive staff to concentrate on the project.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff is available to attend out of state awareness meetings (expenses must be paid). Training (two or more days) is provided at project site (adopter pays its own expenses and purchases materials). Training is also conducted at adopter site (costs to be negotiated).

Contact **Patricia Carnrite, Director; Chapter I Office; 196 Bridge Street, Manchester, NH 03104. (603) 624-6426.**

Developmental Funding: USOE ESEA Title I

JDRP No. 75-68 (9/11/75)
Recertified (11/84)

Books And Beyond. A program that improves the reading skills of students by motivating them to read more and watch less TV.

Audience Approved by JDRP for students in grades K-8.

Description *Books And Beyond* is a program designed to increase students' recreational reading and decrease indiscriminate TV viewing. Through success oriented reading incentive strategies, this highly motivating program produces positive long-lasting behavioral changes in students with regard to recreational reading. Success for each individual student is assured because the program is self- paced and allows for individual differences. Through parent education and student self-monitoring techniques, project participants become more aware of their TV viewing habits and learn to become more discriminate TV viewers.

Participants in the *Books And Beyond* Program demonstrated significant gains in reading achievement when compared with a control group study as measured by the CTBS Reading Test.

Requirements A one-half day training session and a *Books And Beyond* manual are necessary for successful adoption. The manual includes graphic designs for bulletin boards, reproducible forms for student and teacher materials, parent newsletters, instructions for implementation, student awards, ideas for adaptations and helpful hints. The training topics include: project history, description of need, recreational reading strategies, record keeping, bulletin board installation, cost, evaluation, activities to develop discriminate TV viewing and stimulate recreational reading.

Services Awareness materials are available at no cost. A 58-minute awareness training video is available for $20.00. Visitors are welcome at the project site by appointment. Project staff is available for awareness meetings (cost to be negotiated). Evaluation packet available.

Contact **Ellie Topolovac, Project Director, Solana Beach School District, 309 North Rios Street, Solana Beach, CA 92075; (619) 755-6319; Ann Collins, Coordinator (619) 755-6319.**

Developmental Funding: ESEA Title IV-C

JDRP No. 84-8 (3/20/84)

Content Reading Including Study Systems (CRISS). CRISS provides teaching strategies for teachers to make learning from a text easier for their students. The project provides students with reading and study skills appropriate for all content areas.

Audience Approved by JDRP for all students in grades 10-12. This program has been used in other settings in grades 4-9, but no evidence of effectiveness has been submitted to or approved by the panel.

Description The CRISS project was developed by teachers to provide instructional reading comprehension strategies for the classroom. These strategies help students develop lifetime learning skills. Based in reading theory, the project's components range from textbook analysis and teaching text organization to helping students identify the main idea of a selection. Self-questioning, note taking, organizing, and writing are emphasized as well as strategies for learning vocabulary independently. These components are integrated into the existing curricula. No additional equipment or materials are required for the program to be successfully implemented.

CRISS instruction is direct and includes four sequential components: (1) introduction, (2) modeling, (3) guided practice, and (4) independent application. This instructional sequence is followed in all aspects of the program.

Evidence Of Effectiveness Both college and non-college bound senior high science and social studies participants in Project CRISS have demonstrated significantly greater gains ($P<.005$) in the retention of science and social studies content information than comparable nontreatment students as assessed through free recall, recognition and standardized content tests.

Requirements Project CRISS can be implemented by a district, school or classroom teacher; no special facilities or materials are necessary. Teachers and administrators participate in a two- or three-day inservice. An on-site project director is named to work with Project CRISS staff to develop an implementation plan for the adopting district. The district agrees to provide information on the extent and quality of implementation.

Services Awareness materials are available at no cost. Project staff is available to attend awareness sessions (costs to be negotiated). Visitors welcome at project site. Training is available at the adoption site. Materials (including a 200-page training manual) are provided for each participant as part of the training. Adopter pays the training and materials fee. Implementation, follow-up, and evaluation services are available to adopters. Costs for all services are negotiable.

Contact **Dr. Carol Santa or Ms. Lynn Havens; Project CRISS; School District #5; 233 First Avenue East; Kalispell, MT 59901; (406) 756-5011.**

Developmental Funding: Title IV-C

JDRP No. 84-7R (2/26/85)

Cooperative Inegrated Reading and Composition (CIRC) - Reading. A cooperative Learning approach to reading and writing instruction.

Audience Approved by PEP for students in grades three and four. Has been used successfully in grades 2-6.

Description In teaching reading, CIRC-Reading applies principles of cooperative learning and effective instructional principles such as identification of story grammar, making predictions, summarizing, reading aloud, instruction in reading comprehension skills, and writing in response to reading.

The three main elements of CIRC-Reading are story-related activities, direction instruction in reading comprehension, and integrated language/arts writing. Students work in heterogeneous learning teams in a cycle that involves teacher presentation, team practice, peer pre-assessment, additional practice, testing, and team recognition.

Students are assigned to reading groups according to their reading level,, then work in teams composed of partnerships with different reading abilities. Within the team, activities are done in pairs or as a whole team, following direct instruction in teaching groups. Students follow a series of congitively engaging activities, and individual scores on quizzes, compositions, and book reports contribute toward a team score. Among the team activities are partner reading, discussion of questions, writing individual answers about story structure, practicing decoding and vocabulary skills, making predictions about the outcome of stories, summarizing stories to one another, spelling, and story retelling activities.

CIRC-Reading also incorporates partner checking, team practice in reading comprehension skills and independent reading. The activities of special education resource teachers and remedial reading teachers are integrated with the reading activities of other children in the CIRC-Reading program.

Evidence of Effectiveness The results of three separate studies indicate that CIRC-Reading has a consistent and educationally significant effect on the reading achievement of students in the upper elementary grades. More specifically, significanly greater gains were made in CIRC-Reading classes than control classes on the California Achievement Test's reading scales for comprehension and vocabulary. On individually-administered Durrell Informal Reading Inventory scales.

Requirements CIRC-Reading requires a minimum of one day of training, plus materials. No additional staff are needed. For the installation uyear, costs are approximately $240 per class; for subsequent years, $100 per class.

Services Awareness materials available at no cost. Project staff is available for out-of-state awareness meetings (costs to be negotiated). Training, technical assistance, and materials available. Costs to be negotiated.

Contact **Anna Marie Farnish, CIRC-Reading, Center for Research on Elementary and Middle Schools, The Johns Hopkins University, 3505 North Chaarles Street, Baltimore, MD 21218. (301) 338-8249.**

Developmental funding: U.S. Department of Education

PEP No. 88-06 (4/27/88)

Cranston's Comprehensive Reading Program (CCRP). A program to improve reading performance.

Audience Approved by JDRP for all students, K-12.

Description *Cranston's Comprehensive Reading Program* (CCRP) is a district-wide, K-12 reading instruction and management system. The program incorporates skills sequences, mastery criteria, instructional pacing, continual performance monitoring, school-based and district-wide coordination and administration, staff development activities, and parent communication and involvement. CCRP organizes and coordinates the delivery of reading instruction for elementary and secondary school students using a variety of commercial reading texts and supplementary materials. It provides classroom and content-area teachers with a system to ensure effective instruction and monitoring of essential reading skills. At the junior/senior high school level, greater emphasis is placed on integrating learning/study skills into content area instruction. Content area teachers develop and implement instructional strategies and study skill techniques that foster this integration.

Every student is given a diagnostic assessment by the classroom teacher. The assessment is used to place each student at the appropriate instructional level. Using the skills checklist and ongoing performance monitoring, the classroom teacher adjusts the level and pace of instruction and tracks each student's progress. Students requiring substantial help are served by Chapter I or Special Education personnel.

An important feature of the CCRP process is the use of the reading specialist as a consultant to classroom teachers and to the building principal, department chairpersons, and guidance personnel. The specialist's responsibility is to assist the teachers and department chairpersons in developing instructional strategies, monitoring progress and conducting formal assessments and coordinating all resource programs with the classroom-based developmental reading program.

Requirements Implementation is accomplished in four phases over an 18-month time span: (1) needs analysis and planning; (2) training; (3) curriculum and management system development; and (4) program installation. Training is provided by CCRP for reading specialists, principals, department chairpersons, and the district coordinator. Typically, implementation takes place in the elementary schools first, with the junior and senior high school following.

Costs Materials: CCRP's Program Analysis Checklist, Skills Data Bank and Guide to Curriculum Development available for $25.00 per package. The district is responsible for all costs incurred in producing and the curriculum guides for staff, printing skills checklists for students, and procuring and adminstering instructional placement tests.

Services Awareness and selection materials available free. Visitations arranged. Awareness presentations available on request; travel cost reimbursement required. Training and consultation 845 Park Avenue; Cranston, RI 02910. (401) 785-0400, Ext. 284.

Contact **Beverly J. Montaquila, Director of Reading; Roberta A. Costa, Project Coordinator; Cranston's Comprehensive Reading Program; Department of Reading Services; 845 Park Avenue; Cranston, RI 02910. (401) 785-0400, Ext. 284.**

Developmental Funding: USOE ESEA Title I, USOE Right to Read, and Local

JDRP No. 82-28 (6/2/82)
Rercertified (5/86)

Exemplary Center for Reading Instruction (ECRI).

An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.

ECRI

Audience Approved by JDRP for students of all abilities, grades 1-6.

Description ECRI's purposes are to identify critical teacher behaviors essential in preventing reading failure, and to provide inservice education for teachers geared to the research findings. Teaching skills emphasized by the program include: to elicit accurate and rapid responses during instruction, to establish high levels of mastery, to maintain on task behavior, to correlate the teaching of language skills, to model and prompt, to use effective management and monitoring systems, and to diagnose and prescribe instantly. Techniques are incorporated into reading, spelling, grammar, dictation, creative writing, and penmanship instruction.

Students are reminded of the skills they have been taught, the skills that have been mastered, and the skills they will be expected to master through the review process. Students' attention is sustained with the momentum of the teacher directives during instruction and reinforcement offered during practice time. Overt responses help students remain on task. The structure of scheduling, record keeping and multi-sensory instruction also keeps students motivated. Criteria for passing a mastery test are identical for all students, regardless of their reading levels. No student is made to feel less capable than another student. The teacher selects only those teaching techniques that build the student's self-concept. Instruction is provided by ECRI so teachers can utilize the critical teacher behaviors, develop a management system for mastery and individualization, and teach reading and language skills effectively.

Teachers learn to teach word recognition, comprehension, and study skills as they use basal readers, literature series, novels, etc.

Students demonstrate mastery through their participation in small group discussions, writing, locating and evaluating information, etc.

Requirements A 3-5 day preparatory seminar with one ECRI staff person for 35-40 trainees is desirable. The program includes lecture and practice sessions, preparation of materials for classroom use, and teaching pupils in a simulated setting. Following this, periodic visits by ECRI staff to trainees' classrooms to demonstrate, model, and monitor are encouraged. The length of time to replicate the ECRI model varies. Existing district reading materials may be used. Supplies for teachers and pupils are those usually found in schools. ECRI has 12 self-instructional teacher texts that are used by teachers during inservice. No special staffing or facilities are required to implement ECRI.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff is available to attend out-of-state awareness meetings. Teacher of Teachers Conference is in August and September. Training, implementation and follow-up services are available at adopter site (costs to be negotiated) and at project site.

Contact **Ethna R. Reid, Director; Exemplary Center for Reading Instruction; 3310 South 2700 East; Salt Lake City, UT 84109. (801) 486-5083 or 278-2334.**

Developmental Funding: USOE ESEA Title III Private Sources

JDRP No. 74-48 (5/23/74)
85-8 (4/2/85)

Futureprint. A reading program that focuses on individual needs using a contract system that provides the framework for organizing instruction.

Audience Approved by JDRP for grades 7-8.

Description *Futureprint* is a program of intensive reading instruction. The reading teacher establishes a supportive, non-threatening environment which emphasizes motivation, success and student responsibility. Instructional programs are chosen by each site from a variety of multi-level, high interest reading materials which are commercially available. The *Futureprint* contract offers teachers a practical way to provide individualized instruction for students with a wide range of reading levels. The *Futureprint* program provides students with literature based group lessons, shared inquiry discussions, and cooperative learning activities in addition to individualized contract work.

When students first enter the reading center, their needs, strengths and weaknesses are diagnosed using a standardized diagnostic test. Based on this information, the teacher writes student contracts which set goals and list reading materials selected to meet individual needs. The contract system works well because it helps students accept responsibility for their own learning, while offering them challenge and success. Grades and other incentives are earned through contract work, group participation, and book reports from selected literature. When contracts are finished, students complete an evaluation form; teachers use this information to write new contracts which reflect students' growth and guide them in continued reading achievement. The program is equally effective for remedial students and high level readers.

Reading Center students have the opportunity to participate in the Pre School Story Hour, an optional feature of the program. The story hour is a weekly morning reading session in which junior high students read stories to preschool children who come to the junior high with their parents or their preschool class. This program improves self-concept and motivates reluctant readers. It is also an excellent community involvement program.

Requirements A school deciding to implement Project *Futureprint* will need to provide space dedicated to a reading program. A minimum of one day inservice is required — either at the adopter school or the demonstration site. The adopting school will agree to administer diagnostic reading tests, implement a contract system, select teachers with expertise in reading, utilize an appropriate variety of high interest materials, and provide evaluation data. Participating teachers need a set of De Anza's reading publications that are used during training and implementation at a cost of $20 per set.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff is available to attend out-of-state awareness meetings. Training is provided at project site or at adopter site. Implementation and follow-up services are available to adopters. Costs for all services to be negotiated.

Contact **Charlotte Larson, Futureprint, California Demonstration Program in Reading; De Anza Junior High School; Ontario, CA 91761. (714) 983-2118 or 983-9501.**

Developmental Funding: State

JDRP No. 80-21 (6/2/82)
86-36 (2/4/887)

HOSTS Reading: Help One Student To Succeed. A Diagnostic/ prescriptive/tutorial instructional delivery system.

Audience Approved by JDRP for "at risk" students in grades 2-6. This program has also been used in other settings including K-12 and Adult Education.

Description HOSTS Reading is designed to diagnose each student to determine their needs and prescribe an individual educational program to fit the learning style of each youngster. HOSTS learning objectives are compatible with all major reading basals.

HOSTS has compiled a computerized database of over 4000 titles of high-quality resource materials cross-referenced to learning objectives and student learning styles, and indexed for instruction. Accessing the database allows the teacher several options for preparing individualized lesson plans. A holistic approach includes vocabulary, skill study, reading and writing to best fulfill the needs of each student.

The HOSTS concept utilizes one-on-one tutorials with community volunteers, cross-age and peer tutors providing personalized instruction two hours or more each week. Parents, citizens, business people and civic organization members volunteer as tutors (over 60,000 nationally). HOSTS provides an effective strategy for recruiting and training mentor/tutors. They also have proven methods for obtaining corporate sponsorship of HOSTS programs.

HOSTS Reading has been used very successfully in pull out, small group instruction and as a classroom supplement. Annual data collected from over 400 sites indicates consistent NCE gains in double digits with a high degree of retention. HOSTS Reading has been awarded the Educational Pacesetter Award by the President's National Advisory Council on Supplemental Centers and Services; the National Council of Teachers of English "Center of Excellence" award; the California "Golden Bell" award; the Texas "Reach" award; and several other awards.

HOSTS provides a system and atmosphere that encourages excellent response from students, teachers and parents and engenders pride of accomplishment and increased self-esteem.

Requirements Teachers, paraprofessionals, teaching aides and administrators attend a three-day in-service training prior to implementation. HOSTS training personnel visit each site on a regular schedule to provide professional assistance to HOSTS subscribers. Each lab should have an Apple II series computer (or compatible model) with dual disk drive and printer. Schools purchase resource materials as required for their reading lab.

Services Awareness materials are available at no cost. Visitors are welcome in operational sites in twenty states by appointment. HOSTS provides diagnostic materials, manuals and database software. Initial training, continued in-field professional service and retraining of new or replacement personnel is included. Each year, the program is updated and new editions of all material and software is issued to HOSTS subscribers. Initial implementation is $19,900 per site. Each year thereafter licensing and service is $3,990 per site.

Contact **William E. Gibbons, Chairman; 1801 "D" Street, Suite 2; Vancouver, WA 98663. (206) 694-1705.**

Developmental Funding: USOE ESEA Titles I, II, III
private and foundation

JDRP No. 75-6 (1/15/75)
Recertified (11/84)

IPIMS Reading Center (Individualized Prescriptive Management System for Underachievers in Reading).

IPIMS is not a text or a kit, but a model of an organizational structure for implementing a remedial reading/learning center for grades 7-12.

Audience Approved by JDRP for secondary students deficient in reading and other academic skills.

Description The IPIMS Reading Center model is a highly effective organizational structure and management system for setting up and running a supplemental center in secondary schools. Its focus is on the improvement of academic achievement and the prevention of drop-out among high risk students.The center in Union Springs is staffed by reading teachers and paraprofessionals as well as student volunteers. A wide variety of instructional resources is available; these materials are color coded into four reading levels. It is up to each individual district or building to set up and equip their own center with whatever materials they feel are appropriate.

Once the center is established, it operates as follows:

> Students are identified and scheduled into the program. They are given further diagnostic testing and an interest inventory. Individual strengths and weaknesses are noted as well as personal interests. Individual prescriptions are written and implemented. Student progress is monitored by a criterion-referenced system. Parents, teachers and students receive periodic progress reports. Students are post tested to determine achievement and future placement.

As a result of one year of participation in the IPIMS/Reading Center, students in grades 7-12 demonstrated gains significantly above the norms on the Stanford Diagnostic Reading Test. Pre and Post test scores showed that skills grew at a rate of one and one-half years for each year of instruction, a statistically significant rate ($P<.001$). Students who participate in the reading/learning center show significant improvement in content subjects and are encouraged to complete high school. One of the unique adaptations of IPIMS in Union Springs is the addition of writing and math remediation which provides a flexibility that many districts need. With all the emphasis on drop out prevention and high-risk students, it could be a significant factor in academic improvement.

Costs for implementing the center will vary from school to school depending on the number of resources currently available in the district, the size of the center, the number and type of staff members and the student population to be served.

Requirements A one-day training session is required. Additional follow-up is available. Training includes: an in-depth orientation to the total program; overview of components selected for the adoption/adaptation by participating district; discussion of staff roles; the theoretical and applied aspects of the validated program; alternative installation strategies that might be employed by the district; a comprehensive review of the evaluation design; and a systematic review of all resources to be employed during the replication. Training can be conducted at the project site or at the adopter site.

One training manual ($35.00) is needed for each reading center established. The manual contains complete directions for setting up the IPIMS model as well as samples of necessary forms, letters, and materials.

Services Awareness materials are available at no cost. Visitors are welcome at the demonstration site by appointment. Project personnel is available to attend out-of-state awareness meetings and conferences. Costs for all services available will be negotiated.

Contact **Georgia A. Crissy, NDN Trainer or Sidney J. Beckwith, Project Director; Union Springs Central School District, 27 North Cayuga Street, Union Springs, NY 13160. (315) 252-9309.**

Developmental Funding: PSEN Funds, New York State; ESEA Title IV-C
JDRP No. 84-9 (3/23/84)

Learning To Read Through The Arts Program.

(Formerly Title I Children's Program). An intensive, individualized remedial reading program presented through the arts.

Audience Approved by JDRP for children, grades 2-7 who are reading at least one year below grade level and who are Chapter I (formerly Title I) eligible (some seventh-graders accepted as apprentices).

Description Reading teachers, classroom teachers, and specially trained professional artists/artist teachers work with Chapter I eligible children at sites in each of the boroughs of Manhattan, Staten Island, Queens, Brooklyn, and the Bronx. At the developer site, children in grades 2-6 are served, as well as special education students. The program is also suitable for grades K-12, and adopters have used the program with those audiences. The program is associated with major cultural institutions in New York City: the Staten Island Children's Museum, the Bronx Museum of the Arts, the Museum of the City of New York, the Brooklyn Museum, and Ballet Hispanico of New York, and Business and Industry for the Arts for Education, Inc., and The New York Botanical Garden. An overall approach to improving reading is used in this intensive, diagnostic, prescriptive, individualized program presented through the arts. It integrates a total arts program with a total reading program. Listening, speaking, writing, and reading techniques are stressed in the reading-oriented art workshops, and a diagnostic/prescriptive approach to reading is employed in the reading workshops. Participating children meet with the artist teacher and classroom/reading teachers in whole class and/or small groups for an average of four hours per week. Students receive additional reading instruction for at least one and a half hours a week in reading-oriented arts workshops in such areas as dance, music, theater, crafts, sculpture, painting, printmaking, super-8 film, and photography. The resources of museums, cultural institutions, universities, resource centers, and libraries are used, and special programs related to the content of project workshops are scheduled for students on field trip/special event days. There is an annual Learning to Read Through the Arts exhibition of work by participating students and/or a Performing Arts and Film Festival. A series of parent workshops is also held. Preservice and inservice trainings are available.

Requirements Reading teachers/classroom teachers, professional artists, and/or artist teachers are trained in the Learning to Read Through the Arts methodology. Teacher-made pupil-oriented materials, commercial materials, instructional devices, filmstrips, records, tape recordings, media libraries, books on the arts, and art and audiovisual supplies are used. Program hours and times are adaptable to adopters' needs and scheduling requirements.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated). Training materials and curriculum guides cost approximately $85 per teacher. Cost of program implementation depends on available personnel. Cost of art supplies and equipment depends on the reading-oriented workshops that are implemented.

Contact **Mary Jane Collett, Project Director; Learning to Read Through the Arts Program; Division of Curriculum and Instruction; P.S. 9; 100 West 84th St.; New York, NY 10024. (212) 787-0470 or -7582.**

Developmental Funding: USOE ESEA Title I

JDRP No. 74-18 (3/25/74)
Recertified (2/85)

Programmed Tutorial Reading (PTR). An individualized, one-to-one tutoring program for slow learners or potential reading failures regardless of economic or demographic background.

Audience Approved by JDRP for first-grade students in the lowest quartile who need help learning to read. This program has been used in other settings with grades 2-4.

Description *Programmed Tutorial Reading* (PTR) supplements but does not substitute for conventional classroom teaching. PTR uses specially trained, carefully supervised paraprofessional tutors who implement its highly structured content and operational programs. The teaching strategy, built on established learning principles, uses many elements of programmed instruction—frequent and immediate feedback, specified format, and individualized pace—but, unlike programmed instruction that uses the fading process, proceeding from many initial cues to the minimum needed for success, PTR uses the brightening process, in which minimal cues are followed by increased prompting until complete mastery of the reading task is achieved.

Children receive a tightly organized 15-minute daily tutoring session, during which they read from classroom basal readers supplemented with special texts dealing with comprehension and word coding and decoding. Tutors are trained to follow, verbatim, the content and operational programs contained in the Tutor's Guide. These specify in detail what, when, and how to teach the content material and also limit tutor's decisions about children's responses. Integral and essential to the PTR methodology are its special recording procedures, which not only indicate children's progress, but also prescribe exactly which separate items must be reviewed until mastery is achieved. Constant reinforcement or praise is also an essential part of the instructional technique, while overt attention to errors is minimized.

Requirements Minimum staffing: part-time director/supervisor and tutors. Tutors may be teacher's aides, adult volunteers, or older student. Physical facilities: quiet, well-lighted tutoring site with side-by-side seating at desk or table for tutor and student. Materials: set of basal readers, preferably same as used in classrooms; Tutorial Kit for each tutor; Supervisor's Manual for each supervisor. Training: approximately 30 hours total during school year. Initial training by D/D's after start-up year. PTR can be implemented by single schools or entire school districts.

Costs Personnel: approximately 98% of budget, depending on project size and number of tutors, unless tutors are volunteers. If tutors are teacher's aides and supervisors are part-time Title I teachers or reading specialists, local wage scales will apply. Materials: PTR Kits ($150. average, one kit per tuter with five-year use expectancy). Training: cost to adopter varies with number of days and trainers.

Services Awareness materials are available at no cost. Audiovisual materials are available on loan (return postage must be paid). Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site or adopter site (costs to be negotiated). Implementation information in Supervisor's Manual is keyed to PTR component in basal series. Follow-up technical assistance is available (costs to be negotiated).

Contact **Susan Ross, Project Director; Programmed Tutorial Reading; Davis County School District; 45 E. State St.; Farmington, UT 84025. (801) 451-1117.**

Developmental Funding: USOE ESEA Title I

JDRP No. 74-17 (3/18/74)

Reading Achievement Program (RAP). A pull-out remedial program to supplement reading instruction.

Approved by JDRP for educationally disadvantaged students grades 2-5.

Description To help students overcome difficulties in word analysis and vocabulary skills and to learn basic and special comprehension skills required in content area subjects, eligible students are scheduled into learning centers and provided instruction through a diagnostic/prescriptive system. Scheduling students is a cooperative effort of the Chapter I teacher and the regular classroom teacher that insures daily instructional sessions without interruption of classroom reading or supportive instructional electives, and no more than one interruption weekly of all other major subject areas. The Chapter I teacher incorporates pupil needs revealed in the classrom with needs diagnosed in the center to promote maximum learning transfer.

Using a composite analysis of several criterion-referenced achievement tests, an Individual Reading Profile is developed for each student. Behavioral objectives are used to formulate a prescription to meet the interests and needs of each pupil. A Cross-reference Guide, developed by Chapter I teachers, supplies information on materials available in every center to be used in remediation of a stated skill. Each RAP Learning Center is staffed with a certified reading specialist and a teacher aide who serves about 62 pupils in thirty minute sessions; teach/pupil ratio 1/6.

Requirements Since RAP is primarily designed to supplement the school district's existing program, little or no additional cost is necessary for staffing or facilities.

Services Awareness materials are available at no cost. On-site visits to observe the program in operation can be scheduled during the regular school year.

Contact **Evelyn F. Prattis; Reading Achievement Program; 500 West 9th Street; Chester, PA 19013. (215) 447-3860.**

Developmental Funding: USOE ECIA Chapter I

JDRP No. 81-28 (10/21/81)

Reading and Content-area Resource Center (ReCaRe). A secondary developmental reading and study skills program designed to "recare" about the reading and study skills of all ability students.

Audience Approved by JDRP for students, grades 10-12, with reading skills ranging from upper elementary to college.

Description ReCaRe is a secondary reading and study skills program which serves the reading and study skill needs of all ability students. It is not a remedial program. The instructional program is a one-semester course based on an individual educational plan that provides for group instruction one day a week and individualized instruction during the remaining four days. Students in the program rotate through four skill areas—reading comprehension, vocabulary, reading rate, and study skills. Based on the results of diagnostic tests and a student statement of need, an individual educational plan is developed for each student. Students are responsible for developing a more extended vocabulary, increasing reading rate, completing appropriate study skills units, and developing comprehension skill. Students are assigned materials relevant to their needs and interests at appropriate reading levels, thereby providing maximum opportunity for success. Throughout the semester, students record and evaluate their work daily and are evaluated by the teacher each week both orally and by a point system. At the end of the term, students are posttested using the Stanford Diagnostic Reading Test and other instruments. The main objective is to help all students become efficient, independent learners prior to leaving the secondary school.

ReCaRe's study skills units include time management, SQ3R study method, notetaking skills, test taking skills, library and research skills, and a summary unit which integrates all of the study skills which students have practiced in the semester course.

A wide variety of commercially available and project produced study skills and management materials are used by students. Implementation costs vary widely because some adopting schools already have materials which can be integrated into ReCaRe's management system. All training participants need a copy of the replication training manual, an 800 page notebook, which sells for $55 and includes all of the project produced materials. Teacher editions and student editions of the study skills units are part of this manual.

Requirements ReCaRe can be implemented and conducted by existing project staff, specifically one classroom teacher, preferably reading or English, and an instructional aide. Since ReCaRe is a semester course, some scheduling revisions may be necessary, but the study skills component can be integrated into a regular content area course if a school is not interested in the other skills components of the program. Staff members wishing to implement ReCaRe must complete two days of initial training either at the original ReCaRe site or at the adoption site. One day training sessions are available for those schools interested in implementing only the study skills component of the program.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at the project site. Project staff is available to attend out-of-state awareness meetings. Training is conducted at the project site or at the adopter site, and implementation and follow-up services are available to adopters. Costs for all services are negotiable.

Contact **Patricia S. Olson, Project Director; ReCaRe Center; Henry Sibley High School; 1897 Delaware Avenue; West St. Paul, MN 55118. (612) 681-2376.**

Developmental Funding: USEO ESEA Title IV-C

JDRP No. 82-22R (2/25/83)

Reading Education Accountability Design: Secondary (READ:S) A simplified program that improves reading and thinking skills across the curriculum. Specific learning strategies are addressed through the use of instructional modules.

PROJECT
READ:S
NDN

Audience Approved for students, grades 7-12. An extension into greades five and six was successfully piloted during the 1986-87 school year.

Description The purpose of Project READ:S is to provide content area teachers with the necessary skills to develop instructional modules in vocabulary, comprehension, and study skills using the content of their current courses. These modules offer students reinforcement through guided and individual practice of the reading skills and strategies taught in the students' English and reading classes.

The program integrates four components: (1) an instructional component emphasizing direct skills instruction by reading/language arts teachers; (2) a reinforcement component providing for mastery of the priority reading skills and strategies in all content areas; (3) an in-service component focusing on both the content and processes of instructional delivery; and (4) a computer component for quick generation of lesson designs.

What is especially attractive to content area teachers is that they are not asked to become reading teachers. Project READ:S provides teachers of any subject area with already developed lesson-design formats. By incorporating reading process in the content of any subject matter, teachers are providing their students with daily opportunities to practice reading strategies while mastering the content of history, science, math, foreign language, art, or any other subject area. Improved mastery of the subject matter is a natural result.

An added benefit is that teachers work together on mutually taught text units and are able to share insights into problems and gain an enhanced understanding of their subject and how best to teach it. The underlying philosophy of the teaching process of READ:S is the Madeline Hunter Essential Elements of Instruciton model that is a top teacher priority inservice program for a large number of school districts today. Project READ:S is a program which infuses critical thinking skills into all subject areas.

Evidence of Effectiveness After participation in Project READ:S, students have been shown to make statistically significant gains in each of the areas claimed by the project. Claim One, that general reading ability is increased for participating students, has been strongly and consistently supported by research in a variety of districts. Claim Two, that content mastery is also improved by the project, has been clearly supported by research investigation. The promise offered by Project READ:S to any adopting district is demonstrably great.

Requirements A two- to three-day training session and a READ:S manual for each participant are necessary for successful adoption. The manual includes: (1) up-to-date reading research; (2) instructions for implementation; (3) background of information on vocabulary development, use of comprehension strategies, and study skills reinforcement; and (4) reproductible lesson design formats (modules) for teacher instruction and student learning.

Services Awareness materials are available at no cost. Visitors are welcome at the project site. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (costs to be negotiated).

Contact **Lynn Dennis, Project Director; Coeur d'Alene School District No. 271, 311 N. 10th Street, Coeur d'Alene, ID 83814. (208) 664-8241.**

Developmental Funding: ESEA Title IV-C

JDRP No. 83-4 (2/25/83)
Recertified (5/87)

Reading Improvement by Teaching Effectively (R.I.T.E.) A pull-out program emphasizing intensive remedial instruction for educationally disadvantaged children.

Audience Approved by the JDRP as a program for educationally deprived pupils, grades 2-6.

Description R.I.T.E. is a pull-out program that provides closely monitored, intensive remedial instruction through effective methods and materials to educationally disadvantaged children in grades two through six. Methods, materials, and strategies used are specifically designed to meet individual needs and modes of learning in order to help children to be more proficient in comprehension by focusing on word meanings, by using critical and analytical thinking skills, by being exposed to good literature, and by ultimately becoming independent readers. Eligible students are scheduled for Chapter I classes only after background has been obtained via past performance on criterion referenced tests, basal tests, diagnostic tests, teacher and reading specialist recommendations. Using the Gates MacGinitie Tests, the previous information cited, and when needed an Informal Reading Inventory, or a complete diagnostic battery, an individual profile is developed which provides the key to meet an individual's specific needs. Instructional sessions are conducted in small groups. A session may entail 30 minutes or one hour, depending upon classroom teacher's schedule. The amount of time which students spend in the program varies slightly from grade to grade but not within a particular grade; that is, second graders may receive more instructional time per week than third graders, but all second graders receive the same amount of instruction. The differences in instructional time per grade level are determined by the initial assessment of student needs. Consequently, the average instructional time per grade level varies from year to year in accordance with the needs assessment study, but the time allotted to each grade level is consistent.

Students in each grade level of Project R.I.T.E. (grades 2 through 6) have shown statistically significant improvement at the .05 level in reading achievement from pre- to post-testing in normal curve equivalent (NCE) scores as measured by the Gates MacGinitie Reading Comprehension Test.

Requirements Training requires a minimum of two days. Meetings must be held with Superintendent, the Project Director and the Project Staff to initiate the management system and other necessary components. Program materials include the PMS (Profile Management System) which includes teaching methods and management forms; organizational procedures for parent projects; staff development strategies; communication aspects for school, home and community; and program monitoring for staff, testing, fiscal, materials, etc.

Services Awareness materials available at no cost. Visitors are welcome at project site by appointment. Project staff available for awareness meetings, training, implementation, project evaluation consultation, and follow-up services (costs to be negotiated). Costs include training, equipment, materials and supplies. Initial purchase of equipment, materials and supplies would vary and be determined on basis of need. Cost for each subsequent year would be for supplementing existing components. PMS file: $35.00 each, one for each member of staff implementing the program.

Contact **Janet M. Trezza; Chapter I Project Director; Phoenixville Area School District; 1120 South Gay Street, Phoenixville, PA 19460. (215) 933-8616.**

Developmental Funding: ECIA Chapter I

JDRP No. 85-12 (9/9/85)

Reading Power in the Content Areas (RP).

A staff development inservice project designed to assist content area teachers increase student acquisition of content knowledge by the use of applicable reading skills.

Audience Approved for vocational students grade 10. This program has also been implemented at the postsecondary level and in junior and senior high academic programs.

Description *Reading Power in the Content Areas* is a staff development program designed to make content-area teachers aware of the gap between student reading abilities and the reading requirements of printed instructional materials. The goals of the project are: to assist content area teachers analyze print requirements and student abilities in relation to the teaching of reading within the teaching of content; to provide content area teachers with information and practice in the use of practical teaching techniques to meet the needs of the first objective; and to increase student learning of content.

The program consists of interrelated components. The instructor assessment component provides tools by which participants can assess their own teaching styles, skill levels, and effectiveness. Student assessment trains teachers to use formal and informal tests and inventories to assess the reading abilities of their students. Materials assessment provides teachers with the knowledge and tools, both manually and by computer, to analyze the reading levels of printed instructional materials, to apply this knowledge when selecting texts, and to modify and improve use of the print materials to fit students' reading abilities. The instructional strategies component focuses on practical activities in vocabulary, comprehension/thinking skills, and study skills that teachers can incorporate into the total curriculum. The ongoing in-service component provides procedures to infuse the reading strategies acquired into the total instructional curriculum. Occupationally specific Key Word Glossaries are available for vocational adopters in thirty-two areas.

The project has proven to be effective in raising content teachers' consciousness regarding the reading requirements of course material. Students have shown gains in general reading skills as well as in content acquisition when teachers incorporate reading strategies into content teaching activities. The project is effective for all students, but, particularly, for those reading below grade level.

Requirements No new staff or special equipment are required. One staff person with a background in curriculum development and/or reading acts as part-time director/coordinator. Administrators, content-area instructors, and reading consultants (if available) should be involved. The D/D provides a training workshop lasting one to three days depending upon the needs implementing site. Staff development time should be provided. Computer resources should be available.

Services Awareness materials are available at no cost. Contact project for prices of Training Manual (required) and optional materials. Visitors are welcome any time by appointment at project site and additional demonstration sites. Project staff is available to attend awareness meetings. Training is conducted at adopter site or a regional location. Implementation, follow-up, and evaluation services are available to adopter. Costs for all services to be negotiated.

Contact **Carol Burgess; The EXCHANGE; 116 University Press Bldg.; 2037 University Ave. S.E.; University of Minnesota; Minneapolis, MN 55414. (612) 624-0584; (612) 624-0067.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-45 (5/14-15/74)
85-9 (3/15/85)

Reading Recovery. A one-to-one intervention program for the least able readers in first grade classrooms.

Reading
Recovery

Audience The least able readers in first grade as determined by a comprehensive battery of individually administered diagnostic instruments.

Description Reading Recovery reduces reading failure through early intervention and helps children become independent readers. The goal is to bring the children to the average of their class through individually tailored 30-minute lessons. Reading Recovery supplements the regular reading program in a classroom. The specially trained teacher and child work together daily for one half hour, in which the child is involved in reading and writing experiences. Techniques include the reading of many "little" books to build confidence, daily writing, the re-reading of favorite books, and learning to hear sounds in words by writing simple stories. Reading Recovery focuses on providing opportunities for children to make their own links between reading and writing—and discover meaning. The integrated reading and writing lessons are tailored to build on what the child already knows while strengthening a self-improvement system which leads to continued growth. The elements of the lesson are the same for each child, although the content differs with each child.

First grade children improved their reading and writing ability after an average of 16.4 weeks, with 86% of the children reaching average levels of achievement for their class in reading. Growth in reading and writing is evidenced by statistically significant scores relative to an equivalent control group using a variety of writing and reading test elements. In addition, follow-up studies indicate that the majority ofchildren released from the program continue to make progress and read with the average of their class through the second, third, and fourth grades without additional help.

Requirements For effective implementation, school systems should release one or two experienced individuals to attend a one year teacher-leader training program at The Ohio State University in Columbus. They will learn procedures for implementation, evaluation, and administration of the Reading Recovery program.

The teacher-leaders, upon returning to their home site, train other teachers in the Reading Recovery model. Release time for trained teacher-leaders and teachers in training (including arrangements for a weekly 2 1/2-hour class after school hours) is required.

Services In addition to negotiable costs for release time for teachers, installation of the one-way glass at the training site costs about $2,000 and books and materials cost about $500.

Awareness materials are available at no cost. Project staff is available for awareness presentations and training with all costs negotiable.

Contact **Gay Su Pinnell, Dr. Carol A. Lyons, or Dr. Diane E. DeFord, Martha L. King Center for Language and Literacy, The Ohio State University, 200 Ramseyer Hall, 29 West Woodruff Avenue, Columbus, OH 43210; (614) 292-0711.**

Developmental Funding: State of Ohio, Columbus Public Schools,
National Council of Teachers of English, and private foundations.

JDRP No. 87-11 (4/20/87)

Team Oriented Corrective Reading (TOCR). A referral corrective reading program for grades 2-6.

Audience Approved by JDRP for grades 2-6.

Description Wichita's *Team Oriented Corrective Reading* program is a large-scale supplemental remedial reading program operating in the city's Chapter I target public elementary schools and eligible parochial schools. Instruction is diagnostic, individualized within ad hoc groups of pupils, and correlated with the classroom reading program. Correlation is achieved through use of the computerized Curriculum Management System (CMS). Long-range program goals are to improve basic reading skills, use of library media, pupil attitudes, work habits and to emphasize reading as a life skill. The six phases of the program (identification, screening, diagnosis, scheduling, instruction, and evaluation) and its team-oriented philosophy are delineated in the handbook *Team Oriented Corrective Reading*. The handbook and the Process Performance Objectives are integral parts of the program: they describe the roles of the different team members and suggest timetables for program activities. Based on research results over a number of years, an eclectic approach, using multilevel, multimedia materials is emphasized. Evaluation results are based on the Iowa Test of Basic Skills based on spring to spring testing. The performance objective stated that pupils would make a mean NCE gain greater than zero. The total gain for 1985-86 was 4.0 NCE's for 2,197 pupils with pre/post data. Sixty-one percent of the participants made NCE gains greater than zero.

Requirements Implementing TOCR requires the employment of a certified reading teacher. When the caseload exceeds sixty students, an instructional paraprofessional is needed. Eclectic materials required for instruction vary with the needs of the students being served.

Services Awareness materials are available at no cost. Arrangements can be made, if given advance notice, for visitors to observe the program in use in various settings. Project personnel is available to attend out-of-state awareness meetings. Training is conducted at the project site or at the adopter site. Implementation, follow-up and evaluation services are available to adopters. Costs for all services available to be negotiated.

Contact **James G. Howell, Director; Wichita Public Schools USD 259; 1847 North Chautauqua; Wichita, KS 67214. (316) 268-7871.**

Developmental Funding: USOE ESEA Title I

JDRP No. 73-28 (4/4-5/73)

BASIC—California Demonstration Program In Reading. A program to improve reading and writing skills through the content areas.

Audience Approved by JDRP for students, grades 7-8.

Description BASIC's program cycle serves the entire regular education student body of the school across the range of reading abilities for a period of two consecutive years. Appropriately designed instruction is provided to both students who read below grade level and those who read on or above grade level. Based on reading performance, a reading specialist places each student in one of four reading levels. BASIC's emphasis is on the learning of processes which apply to any content area or learning situation. A master set of learning and thinking processes are taught throughout the program for the acquisition of new vocabulary, the improvement of writing skills, reading comprehension, and extension of skills requiring higher cognitive levels of functioning. Students are taught to overview and preview materials before beginning more intensive study; they are taught how to organize materials and information to increase learning efficiency and improve understanding. Instruction is delivered in the English, social studies and math classes through three strands; small group reading and language skills instruction, class size group activities, and computer assisted instruction. Small group activities are scheduled and each participant receives intensive reading and writing skills instruction daily in one of the content classes. Two reading specialists and classroom paraprofessionals assist the regular teachers during small group sessions, and meet weekly to maintain instructional coordination.

Contact **Donna Kay LeCzel; Benjamin Franklin Middle School; 1430 Scott Street; San Francisco, CA 94115. (415) 567-0929 or (415) 565-9654.**

Developmental Funding:

JDRP No. 83-32 (3/25/83)

CONQUEST. A highly individualized diagnostic and prescriptive reading program.

Audience Approved by JDRP as a reading program for grades 2-9.

Description Project Conquest, a clinical but flexible approach to reading, diagnoses the child's reading problems through a 17-step diagnostic procedure and prescribes an individualized, structured learning program to be followed by the child throughout the year. The teacher receives extensive training in remediation, testing, and related areas.

Pupils work principally alone in individual carrels while being supervised by clinicians and aides. Clinicians work individually with six students for approximately 45 minutes, four and a half days a week. Friday is game day, and only group activities are scheduled. Learning tasks are selected by teacher and/or student.

Contact **Bettye P. Spann, Director; Conquest Demonstration Site; 1005 State St.; East St. Louis, IL 62201. (618) 875-8800, ext. 341, 342, 343.**

Developmental Funding: USOE ESEA Title I

JDRP No. 74-12 (2/20/74)

Discovery Through Reading. A remedial reading program for underachievers utilizing a modified tutorial, highly structured approach.

Audience Approved by JDRP for low-achieving students in reading, grades 2-3. (Limited grade span was due to available funding.) It has been used in other settings with grades 1 through 8.

Description *Discovery Through Reading* is an instructional program that stresses rapid skill development for second- and third-grade students who are having (or have had) difficulties in their regular classrooms. Its goals are the improvement of students' ability to recognize words and improvement of their reading comprehension. In the Discovery project, teachers work with two students at a time in 45-minute sessions scheduled twice a week at a location outside the regular classroom. Each full-time Discovery teacher's maximum case load is 30 students. A key organizational feature of instruction is the "task sheet," an agenda that lists six specific activities to be completed by a student during each session. The task sheet helps teachers decide what tasks are within the capabilities of students. An important aspect of the project is the way in which teachers interact with students, emphasizing a style that provides students with a nonthreatening environment. A student competes only with himself/herself, and performance and achievement are reinforced with concrete rewards. All activities are charted and graphed immediately, showing teacher and student that progress is being made and that goals are being achieved. Evaluation Gains over the years are consistently higher than the average. 87-88 evaluation results are as follows: Second grade average gain in comprehension was 23.3 NCE's; Third grade average gain in comprehension was 28.7 NCE's.

Contact **Dorothy Neff, Project Director; Clarkston Community Schools; 6590 Middle Lake Rd.; Clarkston, MI 48016. (313) 625-3330**

Developmental Funding: USOE ESEA Title I

JDRP No. 74-112 (10/23/74)

Intensive Reading Improvement Program (IRIP). A program for staff development of elementary school teachers intended to upgrade reading teaching skills. Approved by JDRP for elementary school teachers serving children in grades K-8.

Description IRIP aims to raise elementary school reading achievement by upgrading teacher skills in reading instruction. One teacher from each participating school serves as a reading resource teacher. IRIP provides this teacher with 30 hours of training in essential theories and methods of teaching reading. The reading resource teacher then returns to school to conduct 30 hours of inservice training sessions for the school's other classroom teachers. Staffing include school reading resource teacher(s) and classroom teachers, and may include a citywide or district coordinator. Currently, 21 teacher-training units written especially for IRIP are used in the 30-hour preservice for reading resource teachers and the 30-hour inservice for classroom teachers. These units are: Self- Assessment, Test Data Interpretation, Grouping for Instruction, Directed Reading Lesson, Word Attack (Sight Vocabulary), Word Attack (Phonics), Word Attack (Structural Analysis), Comprehension (Vocabulary Development), Comprehension (Literal), Comprehension (Interpretation), Comprehension (Critical Reading), Study Skills (Parts One and Two), Literature Program, Oral Reading Development, Content Area Reading, Audio-Visual Resources, Teaching Reading to Speakers of Non-Standard English, Reading and the Non-English Speaker, and Home-School Partnership.

Contact **Mattie Williams, Director, Bureau of Language Arts, Chicago Board of Education; 1819 W. Persian Rd.; Chicago, IL 60609. (312) 890-7929.**

Developmental Funding: Chicago Board of Education

JDRP No. 74-27 (4/29/74)

Mount Vernon TV Reading And Communication. A program to improve student reading skills. Approved by JDRP for grades 4-8.

mounTVernon

Description The *Mount Vernon TV Reading and Communication* project uses popular commercial TV to teach academic and underlying psycholinguistic skills. Network videotapes with diverse production elements are used in the classroom or communication studio to provide concrete visualization and pronunciation of sophisticated vocabulary.

Lesson plans are prepared from the actual scripts used by TV producers and include skills related to social studies, oral language, reading, writing, and skills that affect learning rate such as memory, grammar, and visual and auditory integration. By creating new characters, plot twists, and endings, students develop their writing skills. Teachers use rapidly paced oral response drills designed to increase accuracy in articulating, listening, handling complicated syntax, and master vocabulary meaning. Program techniques enable teachers to continuously assess lesson mastery, to correct responses, and to monitor student ability to transfer skills taught in the auditory-vocal channel to the visual-motor channel. Students move through increasingly difficult levels of reading material as they practice the previously taught strategies on supplemental material.

Teachers and students learn how to operate specialized equipment—TV camera, videotape recorder, and TV monitor—for use in learning, processing, and expressive activities. Students become camera persons, directors, technicians, and actors as they confirm their ability to read at the end of each session by videotaping and playing back their dramatizations.

Students produce their own documentary on a topic related to the script.

Contact **Jacqueline Van Cott; Mount Vernon TV Reading and Communication Project; Pennington Grimes Center; 20 Fairway; Mount Vernon, NY 10552. (914) 665-5105.**

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 82-16 (4/29/82)

PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth and Achievement; Selective Utilization of Staff—Personalized Approach to Continuous Education. An objective-based reading management system. Approved by JDRP for students in grades K-6.

Description Project PEGASUS-PACE seeks to accelerate students' reading achievement and to help teachers enhance their effectiveness through a locally developed, personalized program of continuous learning. The curriculum structure consists of performance objectives and corresponding diagnostic instruments for 17 sequential reading levels (K-8). Learners are grouped and sub-grouped according to their established needs; the personalized instruction employs a variety of approaches to the teaching of reading. Teachers conduct formative evaluation of specific skills and use a graphic chart to track each student's mastery at a given level. The multiple choice format of the 1983 revision of the PEGASUS-PACE diagnostic materials supports either hand scoring or computer scoring of diagnostic tests. The computer strand also enables a wide variety of reports to be produced. Learning activities are selected or developed by the teachers in accordance with the diagnosed needs of the students. These activities and lesson plans are contributed to an accessible learning- resources file organized according to PEGASUS-PACE levels and skills. The PEGASUS-PACE Continuous Progress Reading Program is compatible with any organizational staff arrangement such as open-space, nongraded, or self-contained classrooms. Teachers may continue to use any strategies they have found successful. The PEGASUS-PACE Program may be used in conjunction with basal readers and a variety of other instructional materials already available in local schools. The project's adoption site, PEGASUS, in Princeton, Illinois, has also been approved by JDRP (January 9, 1979, JDRP No. 79-1).

Contact **Peggy Collins, Project Director; Tuscaloosa City Board of Education; 1100 21st Street, East; Tuscaloosa, AL 35405. (205) 759-5705.**

Developmental Funding: USOE ESEA Title III JDRP No. 73-1 (4/16/73)

RAM: Reading And Micro-Management. A program of developmental/corrective reading instruction in a laboratory setting. Approved by JDRP for 7th and 8th grade students.

Description The goal of the RAM Reading Lab is to provide the necessary instruction and materials to develop the reading skills of students who have skill deficiencies, and to provide enrichment where needed. This success-oriented program is conducted in a lab setting with an informal atmosphere, yet is highly structured. Students are divided into heterogeneous groups, and rotate into the lab from a subject class on alternate weeks. The lab is comprised of ten learning centers that offer a wide selection of activities using various learning modalities. The work is leveled according to students' reading abilities, which range from non-reader to past high school level. The centers focus on reading comprehension, writing, structural analysis, vocabulary, self-esteem, listening, research, library skills, recreational reading and computers. A diagnostic/prescriptive approach to teaching assures each student of individualized instruction. The skills and focus are determined for each student using the McGraw Hill's Prescriptive Reading Inventory, as a measurement tool of reading abilities. Students with like deficiencies are skill-grouped. The computers provide reinforcement, extension and enrichment experiences.

The RAM program includes a one-day staff development component. Topics include: instructional materials, individualized instructional techniques, motivation strategies, use of computers in language arts, and promoting students' positive self-concept.

Contact **Barbara Clark, Demonstration Reading Program; Sierra Jr. High School, 3017 Center Street; Bakersfield, CA 93306. (805) 323-4838.**

Developmental Funding:

JDRP No. 83-39 (3/29/83)

SEAPORT: Student Education Assuring Positive Organized Reading Techniques. A program applying school-based and home/school liaison approaches to remedial reading problems. Approved as a remedial reading program for students in grades 2-3 and 6-12 who are at least one year below grade level.

Description Project SEAPORT is a remedial reading program that provides Chapter I (formerly Title I) students, grades 1-12, with individualized prescriptive instruction in the classroom setting and in a pull-out resource learning laboratory. A skilled reading specialist works with students who have been identified as most in need of remedial services. The program places a strong emphasis on reading activities within content areas. Project success is enhanced by cooperation between the reading specialist and classroom teachers. The specialist provides regular consultant services to teachers. Staff development is a major component of the program. Inservice training is provided for the reading specialist and classroom teachers. Student progress is assessed each year using pre- and post-test scores on standardized achievement tests. Quarterly monitoring and annual needs assessment are integral parts of the annual evaluation. Project SEAPORT activities enjoy a high level of parent/community involvement. Involvement is enhanced by frequent parent-teacher conferences, frequent dissemination of information on project activities to the community, and an annual needs assessment. Subsequent to receiving JDRP approval, Project SEAPORT instituted educational interventions for children prior to entering school. Pre-kindergarten youngsters, identified by home/school liaison staff as having developmental lags, receive instruction and remediation in specific skills.

Contact **Mary C. Macioci, Project Director; Project SEAPORT; Newport School Department Administration Center; Grant Programs Office, 437 Broadway; Newport, RI 02840. (401) 847-2100, ext. 40.**

Developmental Funding: USOE ESEA Title I

JDRP No. 73-29 (4/9/73)

SECTION H: Career/Vocational Education

CAP: Boston Mountains Educational Cooperative's Career Awareness Programs H-1
Career Assessment and Planning H-2
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Wayne Career Education Program H-10

** Projects currently funded by the NDN*

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
CAP	H-1				✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	OK,AK,HI,ID,CO	1
CAAP	H-2				✓	✓	✓		✓					✓		✓	✓	None	3+
Careerways	H-3				✓	✓	✓		✓				✓	✓		✓	✓	None	<1
CED	H-4			✓	✓	✓			✓					✓	✓	✓	✓	None	2
CERES	H-5	✓					✓	✓	✓	✓			✓	✓	✓	✓	✓	CA,LA,MI,NM	1
PIERCE CO.	H-10	✓		✓	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	None	3+
POSEN-ROBINS	H-11			✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	None	1

CAP: Boston Mountains Educational Cooperative's Career Awareness Program. A program for infusing career awareness into the regular curriculum, emphasizing the relationship between careers and basic academic skills.

Project CAP

Audience Approved by JDRP for students of all abilities, grades 1-8; kindergarten and ninth grade programs available.

Description The project provides methods and materials for introducing elementary and junior high school students to the world of work. The CAP program is designed to complement the basic skills curriculum of the school while introducing students to the wide variety of ways in which people work. At the same time, students are able to grow in awareness of themselves in relation to the world of work. Participants in the program are not asked to make career decisions, but their broadened awareness should allow them to make valid career choices in later years.

The CAP student materials for each grade level cover two careers from each of the fifteen occupational clusters. In addition, two career awareness exercises are included. In all, thirty-two different lessons, learning activity packets, are provided at each grade level, kindergarten through ninth grade.

Each CAP learning activity packet contains a career story plus instructional and practice activities in a related academic skill. For example, with one packet fourth grade students learn about the job of a land surveyor and practice a metric measurement skill as part of their math program. This packet might be used to introduce, practice, or reinforce the skill, or to culminate the unit of study. Packets are designed to be used whenever the academic content is most beneficial for the students. The skills range from those in reading and mathematics, to those in science, social studies, and language arts. Packets may be completed in as little as twenty minutes or may be expanded to cover a longer unit of time depending on the lesson and the individual teacher's plan.

The original data submitted demonstrated that the treatment schools out-performed the control schools by a large margin. At every grade level, group differences were highly significant. The recertification data indicate equal or greater improvement in effectiveness.

Requirements Project CAP is designed to be used in the regular classroom with no additional staff or facilities required. Implementation of Project CAP serves to reinforce the teaching of basic skills in the existing curriculum while relating these skills to their use in various careers. To successfully infuse the CAP learning activity packets into the curriculum, a five-hour teacher-training workshop is considered essential. Each student will need a set of 32 CAP packets. The cost of these will vary according to the delivery system selected.

Services Awareness materials are furnished at no cost. Visitors are welcome by appointment at project site or the demonstration sites in various states. Project staff is available for out-of-state awareness meetings. Consultant fee is required for training, and follow-up. Travel and per diem are negotiable.

Contact Jeanne Leffler, Director, P.O. Box 13; Greenland, AR 72737. (501) 443-3336.

Developmental Funding: USOE ESEA Title III

JDRP No. 77-178 (5/24/78)
Recertified (3/1/85)

Career Assessment And Planning. A program providing self-management and assessment to enhance 9th grade students' career awareness and planning.

Audience Approved by JDRP for 9th grade students; can be adopted at other grade levels as well.

Description The program provides a structured year-long career guidance curriculum that meets for one, fifty-five minute period each day. Coordinated by a counselor, it may be taught by a classroom teacher from any subject area. The program assists students in adjusting to high school and the future by helping them plan for the world of work through structured lessons in study habits, decision-making, goal-setting, job-seeking skills, getting along on the job, and self-responsibility.

Program participants out perform control group students at statistically and educationally significant levels in three areas: (1) knowledge of decision-making process; (2) knowledge of goal-setting strategies; (3) knowledge of effective study techniques. Program impact was determined by comparing the gains of treatment vs. control groups with a t-test (p >991).

Preparing for the Future Career Assessment and Planning is comprised of ten separate curriculum topics that include

- Orientation to high school and career planning
- Interest and ability testing
- Study skills and test taking
- Decision making
- Career planning and four-year high school planning
- Responsibility at home, school, and work
- Getting along on the job
- Goal setting
- Parent-teacher-student conference
- Computers and you

Requirements The curriculum can be adopted as a semester-long or a year-long course. In addition, districts can choose all or any of the units from the curriculum for adoption. A training workshop is available for all staff involved in the *Career Assessment and Planning* Curriculum.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Staff is available for out-of-state awareness meetings (cost to be negotiated). A training workshop is available at adoption sites (cost to be negotiated).

Contact **Allen Johnston, Project Coordinator, Career Assessment and Planning, Godwin Heights Public Schools, 15 West 36th Street, Wyoming, MN 49508. (616) 245-0461.**

Developmental Funding: ESEA Title IV-C

JDRP No. 83-47 (10/14/83)

Careerways 2000. An education and career planning project.

Audience Approved by JDRP for students of all abilities in grades 7 and 10.

Description The *Careerways 2000 Program* will help students to be more keenly aware of what they need to be successful in both their academic world today and the work-a-day world tomorrow. The program helps to focus students' attention on those traits, values, and characteristics that will afford them the widest variety of career options in the future. The program's newly revised curriculum package features six motivational thirty-minute videocassettes, each focusing on an identified cluster of careers. Accompanying the videocassettes is the *Careerways 2000 Teacher's Guide*, divided into seven instructional units, each composed of a number of activities. Each "Activity" contains a lesson plan, necessary teacher background materials, and student worksheets. The first unit, containing sixteen activities, helps students to focus their thinking on key aspects of the decision-making process. Each of the next six career cluster units includes an overview, highlights of the video program corresponding to that unit, suggested discussion topics, a vocabulary list, a sample list of careers in the field, and an interest survey for students. All seven of the units help students grow in their ability to utilize planning, organizing, and critical-thinking techniques in the decision-making process. The six career cluster areas covered by the videocassettes feature people involved in the following careers: the Arts, Business and Finance, Industry, the Media, Service, and Science and Technology.

The videocassettes focus on the personal stories of women and men who tell how they identified their goals, and used organizing and planning skills in order to meet their educational challenges and achieve success in their chosen areas of endeavor. These role models are seen "up close" as they perform their jobs and interact with their fellow workers. As students take an in-depth look at the specific careers being spotlighted, the stories of the role models reinforce and enhance the project's primary goal, which is to help students develop specific strategies for setting and attaining their educational and career objectives.

Requirements The program can be implemented as a self-contained career unit at one grade level by one or more teachers following the *Careerways 2000 Teacher's Guide*, or as a schoolwide career program tracked into several subjects. Implementation will require that the teacher have a 1/2 inch VHS videocassette player and a large screen television set. A one-day training workshop is recommended.

The *Careerways 2000* program curriculum materials are available for $450 per set of six videocassettes and the *Careerways 2000 Teacher's Guide*. The guide and the individual videocassettes may be purchased separately at $75 each.

Services Awareness materials are available at no cost. Arrangements can be made for visits to demonstration sites. Project staff is available to attend out-of-state awareness conferences. (Costs may be negotiated.) Training is conducted at the adoption site. (Trainer's per diem and travel costs may be negotiated.)

Costs ($750) includes videotapes, and a teacher's guide. Additional teacher's guides ($50) and study prints ($12) may be purchased separately.

Contact **Leni Posner, Specialist, Grants Assistance Unit; Los Angeles Unified School District; 450 N. Grand Ave., Los Angeles, CA 90012 (213)625-6596; Jerry McLeroy, Project Disseminator, Los Angeles U.S.D., 1320 West Third Street, Rm 501, Los Angeles, CA 90012, (213) 625-6681.**

Developmental Funding: Developed under ESEA, Title IV

JDRP 81-31 (10/21/83)

Center for Educational Development/Career Guidance Project, A K-12 infusion model designed to develop knowledge and skills in self-awareness, and career exploration.

Audience Approved by JDRP for students of all abilities grades 4-12, teachers, administrators, counselors, and community members. This program is also available for and has been used in grades K-3.

Description The *Center for Educational Development* is an interdistrict organization that coordinates and delivers a variety of career education services to all county schools. The project has several major components; direct services to students; services to school staffs who need help in planning or implementing career education activities; selection and maintenance of up-to-date career education media and materials for use by all county school staffs; coordination of community resources, such as volunteer aides, speakers, and work experience/exposure sites; conduct parent discussion groups; and a variety of other services, such as career education implementation unit development and services to special education teachers.

The approach to career education in Pima County is often referred to as "infusion," that is, the continued demonstration of the relationships between academic subjects and particular occupation or the world of work as a whole. Infusion redirects the focus and intent of school subjects without changing subject content. For example, addition may be taught by totaling prices on restaurant checks in a simulated coffee shop instead of by adding numbers on blank paper.

Elementary level activities focus on self-awareness and an introduction to career areas. Activities in grades 7-9 focus on a wider study of careers and use of decision-making skills. Activities at the high school level are aimed at giving students career exploration and uses of academic skills in various careers.

Requirements The model is a counselor/consultant design that may be adapted to any educational setting, according to available personnel, facilities, and other resources within the adopting district. Requirements for adopting districts include qualified counselors or student-services personnel, commitment to the model, appropriate media and materials, and teacher-training time. Between two and two and one-half days of preservice training and additional follow-up inservice training are required.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Center staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adoption site (all expenses must be paid, including trainer's fee, cost of training materials, trainer's travel and per diem). Implementation and follow-up services are available to adopters (costs to be negotiated). Costs of preservice and inservice training for adopting staff and evaluation (testing, scoring, reporting) are borne by adopters. A minimum suggestion for initial training and purchase of materials needed by teachers and counselors is $3,000.

Contact **Don Lawhead, Director; Center for Educational Development; 620 North 7th Avenue; Tucson, AZ 85705; (602) 791-3791 or 3952.**

Developmental Funding: USOE Educational Professions Development Act JDRP No. 78-177 (8/10/78)

CERES: Career Education Responsive To Every Student. A career education program in which students practice their basic skills as they develop attitudes and decision-making skills in a world-of-work mode.

Audience Approved by JDRP for all students grades K-12.

Description CERES is a comprehensive career education infusion program for grades K-12. The program purpose is to provide students with the basic academic and employability skills necessary for competent, productive performance both in school and after leaving school. The program is tailored to the developmental ages of students at the different grade levels. The objectives are that students will: 1) identify and practice responsible work habits 2) acquire knowledge of diverse occupations (training preparation and job duties) and 4) apply basic skills to career decisions and actions (job seeking and job-retention).

CERES enhances instructional time and makes education more efficient. CERES prepares students for the employment trend of the future. CERES is easy to use. The materials are self-contained and do not require extensive supplementary resources. They are flexible and may be used by any teacher, with students of various abilities, and at various levels ranging from an individual classroom or school to district-wide use.

CERES includes systematic, institutional management procedures to enhance and strengthen the involvement of local business and community groups.

CERES is a low cost program to implement. Training costs include an honorarium, travel and per diem. Program instructional, management and evaluation materials are available at cost. CERES also provides K-12 materials for special education and high risk youth. Local Educational Agencies should provide release time for training.

Requirements The project's activities are easily transportable since they can be implemented without disrupting existing programs. The program can be adopted by individual teachers and/or school. One day training is advised.

Services Awareness materials are available at no cost. Visitors are welcome on scheduled days. Staff for out-of-state awareness, training, and follow-up sessions is available.

Contact **Virginia H. Lish, Ceres School District; 2503 Lawrence St., Ceres, CA 95307. (209) 538-0148.**

Developmental Funding: USOE Career Education

JDRP No. 78-182R 5/25/78 (4/26/83)
Recertified 89-12 (5/17/89)

Equality. A project aimed at reducing sex-role stereotyping and expanding students' perceptions of job options open to females and males alike.

Audience Approved by JDRP for grades K-6.

Description Project Equality proposes to reduce sex-role stereotyping in students with materials designed to counter such stereotypes in occupational and home sex roles. Project-developed materials which may be used independently or in combination provide students with nontraditional sex-role models. All materials are self-contained, easily adapted to a variety of classroom settings, require no additional staffing, and fit within the context of subjects the teacher is already expected to cover. Most require 15-45 minutes' use per day over a two- to three-week period. Activities are simple, interesting, and experiential, making them usable with students of different ability levels. Six Occupational Simulation Packets ($6.25 each) feature a hands-on career education activity based on the isolated job skill concept. This concept singles out a saleable skill required for a wide variety of jobs and already possessed in some measure by students. As students identify and use the skill in a hands-on simulated work experience, it becomes clear that a skill required for one type of work can often be transferred to another. Discussion questions emphasize these points. The six packets (*Color Discrimination* and *Crawling and Squatting* for grades K-2, *Assembling* and *Creativity* for grades 3-4, and *Measuring* and *Oral Persuasion* for grades 5-6) are sensitive to many kinds of discrimination: illustrations show a mix of races and sexes, and K-2 packets include a discussion of how to use the activities with handicapped children. Packets include lesson plans and a list of required support materials. Kits containing all required support materials are available, ranging in price from $155 to $375. The *Yellow, Blue and Red Book,* for grades K-6 ($26), is a large loose-leaf notebook containing many ideas for short-term activities that help teacher and students expand their awareness of sex-role stereotyping and broaden their views of sex roles in the home and appropriate job opportunities for qualified people. Activities in the yellow area take 10-20 minutes to carry out, those in the blue area require 20-40 minutes, and those in the red, more than 40 minutes. *Many Thousand Words—Work Pictures,* for grades K-6 ($26), is a loose-leaf book containing pictures of women and men, girls and boys, in a variety of nonstereotyped work settings; a variety of skills and abilities is depicted. Discussion questions focus on the job skills needed and on whether possession of those skills is limited by sex.

Requirements Staff: district career education director and/or curriculum director, principal, school librarian, and six teachers. Training: one one-and-one-half day training session; optional one-day follow-up meeting. Total cost for staff development of implementation team and all interested teachers (to a maximum of 60): $800 plus travel costs for two trainers.

Costs If all materials are used, total cost is $1,789. Estimated continuation cost is $75 a year. Materials can be used by all district elementary schools in turn. Assuming 3,000 K-6 students in a district, first year cost of implementing the program is $.85 per pupil.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff is available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project (adopter pays only its own costs). Training is also available at adopter site and at turnkey sites in Bellevue, Washington, and Farmington, Utah (all expenses must be paid, including trainers' stipends). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact **Wayne Foley, Director of Federal Programs; Highline School District; 15675 Ambaum Blvd. SW.; Seattle, WA 98166. (206) 433-2454.**

Developmental Funding: USOE ESEA Title III and IV-C
and Women's Educational Equity Act Program

JDRP No. 78-180 (5/25/78)

Experience-Based Career Education (EBCE) [Far West Laboratory]. A competency-based alternative program that asks students to step outside the classroom walls for approximately half of their school time.

Audience Approved by JDRP for students of all abilities grades 9-12. This program has also been used with grades 7-8, with adults, and with disadvantaged, migrant/bilingual, gifted and talented, and handicapped populations.

Description EBCE is a secondary education program that uses the entire community as a school. Learning is accomplished through carefully planned activities that capitalize on the knowledge and expertise of business people and other community resources. These activities effectively combine academic learning, basic skills, and career awareness.

EBCE can be a full-time alternative program distinct from the traditional school (even located off-campus), or it can be operated as an in-school option to supplement traditional instruction. Teachers become coordinators of student learning and help students select and use community sites (business, industrial, labor, cultural, professional, governmental, and environmental) as primary resources to meet curriculum objectives. These community resources are developed and analyzed by staff so information about the nature of the resources and possible learning activities is available to students. Preliminary exploration is followed by intensive visits to resources. Using the experience gained from these visits, as well as a variety of traditional and non-traditional resources, students complete individualized projects they design under staff supervision, that incorporate specific academic, life skill, and career development objectives. Program emphasis is on skills needed for lifelong learning. Students are held accountable for their own time, learning and behavior, with expectations of increasing maturity and responsibility. Program handbooks and materials offer guidelines within which students and staff make decisions as well as tools for documenting students' plans and progress. The program usually relies on an advisory committee composed of parents, students, and representatives of education, business, and labor. Students can earn both required and elective credit.

Requirements Communities adopting EBCE report greater success when staff has participated in several days of program design and planning plus five days of training in the new procedures this innovation requires. It is desirable for new staff to visit an operating EBCE program. Inservice consultation after the program is operating has been found useful. Some programs use separate facilities as the EBCE learning center; others remodel or use existing building space. Student transportation options must be examined, as well as time and resources for community site recruitment and utilization to adopt the program.

Costs EBCE programs operate at approximately the average secondary per-pupil costs in most districts.

Services Descriptive materials are available at no cost. Operational handbooks and other program materials available at cost. Awareness conferences can be arranged (cost to be negotiated). Visits to a demonstration program in most regions can be arranged. Planning assistance, training, and on-site follow-up technical assistance are available through a network of trainer-consultants; these services are usually available at no cost when several adoptions are involved (otherwise costs are negotiable and will depend on travel schedules, geographical region, and other factors).

Contact **Project Director, EBCE Dissemination Project; National Experience-Based Career Education Association; 3220 Sacramento St.; Berkeley, CA 94702. (415) 567-2330.**

JDPR No. 75-22 (5/7/75)

Developmental Funding: NIE

Pierce County Vocational/Special Education Cooperative. A consortium of school districts to assist mildly handicapped youth preparing for employment and/or post-secondary vocational education.

Audience Approved by PEP for high school students who are considered by the local district to be mildly handicapped (learning disabled, mildly retarded, or having sensory, motor, and/or behaviorally related handicaps).

Description The cooperative provides a model that confederations of school districts can use to capitalize on their own unique resources within the realms of vocational and special education to prepare mildly handicapped high school students for employment and/or post-secondary vocational training. A regional cooperative is set up to provide data collection, staff development, and support services to the member districts. It also assists in developing and implementing innovative, objective-driven process models.

The cooperative works on the premise that mildly handicapped learners can be better prepared for the working world when vocational and special educators systematically coordinate and consolidate their expertise. It does not replace either the vocational or special education systems in a given situation. The cooperative stresses and monitors the ongoing communication between both disciplines.

The Pierce County Cooperative operates with governance vested in an advisory committee of administrators from participating districts, including ex-officio advisors from parent groups and out-of-school agencies. The cooperative is staffed by two full-time persons -- a program director and program assistant.

The cooperative's most unique feature is its ability to establish a sense of common purpose and direction across districts and disciplines. Transportable components include an organizational structure with constitution and by-laws, annual programs of work, needs assessment protocols, evaluation designs, staff development agendas, a list of instructional resources, and a variety of process models.

Evidence of Effectiveness After implementing the county/district-wide reforms of the Cooperative, significant enhancements in the rate and quality of employment and enrollment in post-secondary education were noted for the target population of graduating handicapped students when compared to similar students who graduated during the three years prior to the implementation of the Cooperative and to a similar cohort from adjacent counties.

Requirements In addition to substantial financial and philosophical commitments, implementation of a cooperative program requires strong leadership with functional expertise in both vocational and special education, a materials resource bank, purchase of cooperative process manuals, one week of training, implementation of staff development activities, development of clearly defined programs of work, and provision of input from each discipline and district.

Cost of start-up and maintenance of a cooperative structure is $102,000 for the initial year and $96,000 in recurring costs, including personnel, supplies, instructional materials, contractual services, travel, and capital outlay. Costs are shared by member districts. Staff training costs are negotiable.

Services Awareness materials are available at minimal or no cost. Visitors are welcome by appointment at project site. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated).

Contact **Douglas H. Gill, Pierce County Vocational/Special Education Cooperative, 4500 Steilacoom Boulevard Southwest, Tacoma, WA 98499. (206) 756-5746.**

Developmental funding: State; local

PEP No. 88-05 (3/2/88)

Career Development Programs. A career education effort that exemplifies the integrated approach to career development by utilizing career education activities as part of the ongoing curriculum.

Audience Approved by JDRP for students of all ability levels in grades K-10. This program has been used in other settings with grades 11 and 12.

Description This program continually demonstrates the relationships between basic curriculum skills and eventual worker roles. The program conforms to the State of Ohio model; thus, it provides for three career development stages: Career Motivation (K-6), Career Orientation (7-8), and Career Exploration (9-12). The motivation program develops positive attitudes toward task completion, pride in accomplishment, awareness of the variety of workers, the dignity of work, and self-worth. During the orientation stage, students study the relationship between curriculum skills and occupational areas, worker characteristics, and identify personal work values, interests, and abilities. The exploration phase introduces in-depth studies in occupational areas of student choice, and builds on realistic career exploring experiences with a heavy emphasis on decision making.

During all three stages of the program, seven developmental areas are integrated into all school subjects by teachers: education and training, the individual and environment, world of work, economics, self, employability and work adjustment, and decision making. A major element of the program is the involvement of community members and workers of all types as collaborators with educators in preparing youth for entry into a changing work force and the skills needed to prepare for productive participation in a highly technical society.

Contact **Nick Topougis, Director of Career Education Programs, 65 Steiner Ave.; Akron, OH 44301. (216) 434-3404.**

Developmental Funding: USOE BOAE

JDRP No. 78-181 (5/25/78)

Occupational Versatility (O.V.). An exploratory pre-vocational experience for all students in a general multiple-activity industrial arts shop. Approved by JDRP for grades 6-9 in industrial arts. This program has been used in other industrial arts settings with grades K-5 and 10-12.

Description *Occupational Versatility* is a method whereby students learn in an exploratory industrial arts program. Throughout the learning procedure, the educator both creates the scene in which the learner functions and provides counsel. The learner is responsible for selecting, directing, managing, and evaluating his/her performance. The degree of learner responsibility increases as he/she progresses through the program. Facilities provide opportunities for work in areas that include, but are not limited to woods, plastics, power, electricity/electronics, sheet metal, wrought iron, forge and foundry, welding, graphics, drawing, career information, and general industries. Classes are heterogeneous, composed of boys and girls from different grade levels. Two or three instructors form a teaching team to supervise student activities. Students have access to a variety of information resources, to instructors, and to more-experienced peers. O.V. has been applied in one-teacher shops. The O.V. method has been expanded into four phases: the Awareness Phase, for the elementary school; the Exploratory and Emphasis Phases, for the junior high school; and the Preparatory Phase for the high school. Adaptations of the O.V. method have also been applied to the home economics and art areas.

Contact **Sam Porter; Dept. of Tech.; Western Washington State University; Bellingham, WA 98225. (202) 676-3380.**

Developmental Funding: USOE ESEA Title III

JDRP No. 73-12 (4/17/73)

Posen-Robbins Career Awareness Series In Early Childhood.

Audience Approved by JDRP for grades 1-3

Description The *Posen-Robbins Career Awareness Series* introduces primary grade children to adult careers and occupational roles, and the skills needed to enter them. The Curriculum is designed for infusion into ongoing skills lessons. There are 48 career awareness/basic skills reinforcement lessons available for use in K-1 and 96 for use in grades 2 and 3. A year-long program is available at each grade level. The following sequence is offered:

- Grade K: Transportation and Hospital Work
- Grade 1: Dentistry and Law Enforcement
- Grade 2: General Office Work, Sales, Manufacturing, and the Performing Arts
- Grade 3: Agribusiness, Ecology, Marine Science, and Communications

For grades K-3, there are twelve instructional resource units (150 pages each) in loose-leaf binder format. Each unit contains daily lesson plans, worksheets for duplication, transparencies, bulletin board designs, guides to field trips and resource persons, poems, plays, and songs. In addition, a complete inventory of materials (along with addresses of suppliers and prices), a bibliography for teachers and students, and films and filmstrip suggestions are also included. Criterion-referenced tests for pre- and post-evaluation enable teachers to assess progress.

Lessons, while fulfilling different career awareness learning objectives, reinforce the basic academic skills of listening, speaking, reading, writing, and learning vocabulary. Additional skills include group discussion, dramatizations, media interpretation, and fine motor and social skills. Contents of science, social studies, health/safety, art, music and poetry as well as language arts and math are incorporated into the units.

Contact **Mrs. Ramune M. Rackauskas or Dr. John A. Rackauskas, Department of Early Childhood Education, Chicago State University, Chicago, IL 60628, (312) 995-2349 or (708) 425-4266.**

Developmental Funding: NIE JDRP No. 83-49 (10/14/83)

Wayne Career Education Program: A series of three sequenced curricula leading to career choices.

Audience Approved by JDRP for all students in grades 8 and 9, and for non-college-bound students, grades 11-12.

Description Three strands have been developed by the *Wayne Career Education Program* for three grade levels. Career Awareness, grade 8. The curriculum provides methods, materials, and activities for students to examine careers within the structure of career families, and from this experience, to choose an occupation and plan ways of gaining employment in that occupation.

Career Exploration, grade 9. The curriculum is centered on ten cycles, each focused on a career area. Classes meet daily for 18 days, then rotate to the next cycle. Career areas include business and office, marketing and distribution, health, commercial art, consumerism, food, industry, and mechanical contracting. Teachers of cycles are subject matter specialists.

Employment-Seeking Skills, grades 11-12. In Phase I students apply research skills taught in English classes to the writing of a career research report during a nine-week period. They also cover resumes, employment/college applications and interviewing techniques. Phase II provides job placement services for part-time work to assist non-college-bound students in their transition from school to the world of work.

The three career curricula were evaluated by means of pretest-posttest control group studies using standardized tests. Gains made by students in the program averaged 7% (for Career Awareness), 11% (for Career Exploration), and 13% to 17% (for Employment Seeking Skills) higher than those made by control group students.

Contact **Thomas Hudak, Program Director, Wayne Career Education Program, Wayne Township Public Schools, 50 Nellis Drive, Wayne, NJ, 07470. (201) 694-8600.**

Development Funding: Vocational Education Act and Career Education Incentive Act. JDRP No. 83-48 (10/21/83)

SECTION I: Early Childhood/Parent Involvement

Child-Parent Centers Program (CPC) I-9
Communication Program I-1
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SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
CPC	I-9				✔	✔	✔	✔	✔				✔	✔	✔	✔	✔	None	2
Communication	I-1			✔	✔	✔	✔		✔	✔			✔	✔	✔	✔	✔	CO,WA	2
COPE	I-2						✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	AL,DE,MN,NY,AK CA,SC,WA,MS,PA	1
DP	I-9			✔	✔	✔			✔					✔	✔	✔	✔	NY	3+
EPSF	I-3	✔	✔		✔	✔	✔	✔	✔	✔		✔	✔	✔		✔	✔	45 States	2
Family Oriented	I-4			✔	✔	✔	✔		✔	✔		✔	✔	✔	✔	✔	✔	KY,NY,OR	2
High/Scope	I-5			✔	✔	✔	✔	✔	✔		✔		✔	✔	✔	✔	✔	None	3+
Home Base	I-10			✔	✔	✔	✔		✔				✔	✔	✔	✔	✔	None	3+
Mother-Child	I-11		✔	✔	✔	✔		✔	✔	✔		✔		✔	✔			MA	3+
Parent-Child	I-6				✔	✔	✔		✔				✔	✔		✔	✔	None	2
Perception+	I-7			✔	✔	✔		✔	✔					✔	✔	✔	✔	MD,MO,NJ,	>1
Portage	I-8	✔			✔	✔	✔	✔	✔	✔	✔		✔	✔		✔	✔	NM,NH,OH,NY MS,WI,WY	2
SEARCH/TEACH	I-11				✔	✔	✔	✔	✔	✔			✔	✔		✔	✔	FL,KY,NE	2
STAY	I-12		✔		✔	✔	✔	✔	✔		✔		✔	✔		✔	✔	None	1 to 2
Strategies	I-12			✔	✔				✔					✔		✔	✔	None	2
Tulare	I-13				✔	✔	✔		✔	✔	✔		✔	✔		✔	✔	None	2

Communication Program. A program to help young children who have a variety of communication and language handicaps. (Procedures adapted for regular education classrooms and for a variety of special education classrooms from elementary through high school).

Audience Approved by JDRP for children from birth to age 6 in early childhood programs with identified or suspected communication deficits (not related to current hearing loss).

Description The *Communication Program* was designed to serve classes of young children whose delays and disorders result from a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps. The program offers training for classroom teachers and speech language clinicians in the management of communication behaviors. Classroom management is a critical component. The training also provides experience in team decision-making. Teachers and/or parents are asked to identify their concerns about a child's communication ability or language skill. Assessment tools are used to support the concern and document the severity of the problem. Data obtained during classroom activities provide supplementary information. Team members plan individualized programs for each child, arrange for implementation of these programs, and see that data are gathered. Individualized instruction essential to management of target behaviors is achieved by furthering communication skills in a variety of activities during the school day. All language programs are related to the child's communication needs in the environment. Mutual decision making and implementation of programs immediately useful to the child are critical elements of the procedures. Personnel trained in this program have identified the following competencies as uniquely acquired at the training site: ability to identify language problems through classroom observation; ability to plan management strategies that can be implemented in the classroom; ability to arrive at decisions with members of a different discipline. The speech language clinician assists the teacher in developing strategies to promote communication, and plans and implements finely sequenced programs in a variety of language areas. Parents are an integral part of the team.

(Communication Programs and Programs for Children with Down Syndrome and Other Developmental Delays were both developed by the Model Preschool Center for Handicapped Children, University of Washington, Seattle).

Requirements The essential components needed to implement the Communications Model are a teacher and a speech/language pathologist. Ordinary school materials and room arrangements are used. Developmentally oriented assessment tools are needed to document child progress. A minimum of 2 days of workshop training is highly recommended for all those desiring to implement the program, or 1/2 to a full day of training in components of the model is available.

Contact **·Johanna Lewis; Everett School District, Special Services; 202 Alder; Everett, WA 98203. (206) 356-4595 or 339-4335.**

Developmental Funding: USOE BEH

JDRP No. 75-64a (9/3/75)

COPE: Cognitively Oriented Pre-Primary Experience. A comprehensive, sequentially programmed, Pre-Primary curriculum and management system that provides for individual developmental growth and learning of basic readiness skills.

COPE

Audience Approved by JDRP for pre-primary students in pre- kindergarten, kindergarten, and transitional first grade, including those with developmental lags and learning disabilities.

Description COPE's wide range of activities and objectives (3-6 years developmentally) makes it effective for use with pre-primary children from varied socioeconomic backgrounds and with varied learning needs.

The program is diagnostic/prescriptive. Based on the child's skills and development at entry, he/she works through a series of activities to reach advanced objectives. With its well-defined, step-by-step, closely sequenced levels, the 850-page curriculum is extremely helpful both in determining a child's needs and in stimulating outstanding intellectual and language growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized, small-group, and large-group instruction as well as in free-inquiry situations.

The curriculum consists of two areas: The *Developmental Area* contains levels in perceptual-motor and conceptual language development; the *Achievement Area* contains units of instruction in math, science, social studies, health/safety, art, and music.

Teachers and para-professionals who attend a COPE workshop not only learn to use the curriculum materials, but also come to understand a complete classroom management system that helps them put the program to use in their own particular teaching situations.

Requirements Program may be implemented in an individual classroom, a single school, or a district. Any implementing teacher should attend a training workshop. Workshops are most often conducted at district or regional sites, with administrators and para-professionals frequently attending with teachers. Workshops are also conducted at the demonstration site. Facilities, space, and instructional equipment required are those typically found in elementary schools.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff is available to attend out-of-state awareness meetings. Training is conducted at project site or at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated). One set of COPE curriculum materials is required per classroom. A wide variety of inexpensive materials are provided for use with curriculum.

Contact **Mary Alice Felleisen, Director; Project COPE; 38 N. Waterloo Rd.; Devon, PA 19333. (215)688-7993.**

Developmental Funding: USOE ESEA Title III JDRP No. 75-49 (5/16/75)

Early Prevention of School Failure (EPSF). This program is designed to prevent school failure by identifying the developmental levels and learning styles of children ages four to six years. A follow-up program is also provided.

Description *Early Prevention of School Failure* has demonstrated that effective screening, conferencing and effective teaching strategies prevents children from failing academically. The EPSF Program identifies every childs' developmental level in language, auditory, visual and motor areas as well as their learning style.

Those students who demonstrate a developmental delay in one or more areas are involved in effective direct modality instruction 15-20 minutes daily which leads to successful academic achievement.

Major findings have shown that the project has reached or surpassed expectations in all areas. Gain rates of high-risk students over a three-year period averaged from 1.39 months to 3.12 months growth for each month in the program. Students with moderate learning needs also achieved according to expectations by surpassing standardized rate for this age level as measured by the *Gates McGinite Reading* and *Metropolitan Achievement Tests*. Another important finding showed that the gains made during kindergarten persisted into subsequent years.

The training provides professional assistance to teachers so that they may acquire skills and competencies in matching curriculum to levels of development. The screening process evaluates the whole child through analyzing his/her modality developmental level and learning style. A computer program simplifies the conferencing process to provide teachers and parents with an individual student profile. In addition, the computer program groups the children according to need so that the teacher can plan the 15-20 minutes daily modality instruction appropriately. The EPSF program materials include screening instruments, classroom management guides, parent materials, literature folders for teaching the high process thinking skills, and a guide and video for implementing the whole language approach in the classroom.

Early Prevention of School Failure is being used with children whose first language is English, Spanish, Cambodian, Laotian and Vietnamese. Screening tests and parent materials have been translated into these languages.

Early Prevention of School Failure has NEW training videos and a second year curriculum kit for first grade children.

Requirements Attendance at a 2 or 3 day training by a team of at least four professionals (kindergarten and/or first grade teachers, special education teachers/psychologist/speech therapist/Chapter I teachers, and administrators should be included on this team). Implementation of the project components of: 1) screening; 2) conferencing; 3) educational follow-up; 4) parental involvement; and 5) evaluation. A one day follow-up inservice is recommended on effective teaching strategies and teaching the whole language approach.

Services Project will supply awareness materials and resource information to any interested person upon request. In addition, newsletters are disseminated to all prior adopters to keep them current. State consortium meetings and leadership conferences are available. Most states have certified trainers that can provide initial services at convenient times and locations. *Early Prevention of School Failure* has linked with other NDN programs to provide expanded staff development and curriculum resources in Effective Teaching Strategies.

Contact **Luceille Werner, National Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.**

Developmental Funding: USOE ESEA Title I (Migrant)

JDRP No. 74-46 (5/15/74)

183

Family Oriented Structured Preschool Activity ("Seton Hall" Program). A program that prepares the parent to be the child's first and most significant teacher.

The Street = My ...

Audience Approved by JDRP for parents and their children ages 4-5. This program has also been used with parents and their children age 3 through kindergarten, and with Chapter I, English as a second language families, teen parents, and special education classes.

Description A child's capacity to learn is not entirely inherited, but is developed. Most of a child's basic intelligence is formed by the time he/she reaches school age. Parents are very effective educators, but need information on teaching methods and materials. Home environment has a greater effect on academic achievement than does the quality of the school. A warm, intimate, continuous loving and sharing can grow from the parent's role as first teacher. Such relationships with parents give the child support, confidence, motivation, and feelings of self-worth basic to continuous success in education. This is the philosophy basic to District 742's venture into early childhood/family education.

Family Oriented Structured Preschool Activity is designed to involve all parents and their children in preschool and/or kindergarten activities that stimulate and reinforce interaction within the family. Parents accompany their child to the neighborhood elementary school once a week from September to May for a two-hour session. While at school, parents work and play with their children at learning stations set up in basic skill areas within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction and participate in a discussion group facilitated by a parent educator. In this supportive, caring environment, they learn how to be with their child as they teach. Home-activity kits are designed to promote parent-child interaction and growth in basic skills, based on a validated assessment of the child's skills. Both parent and child become more confident in relating to the staff, principal, and kindergarten teacher, and this atmosphere of trust between home and school continues in grades K-6. *Family Oriented Structured Preschool Activity Program* does its own effectiveness evaluation pre- and post-program participation. It has been determined that there is a 28% growth in skills with natural maturation factors taken out. FOSPA is in its 17th year of operation and has 500 area families involved each year. This program has also been extended to meet the needs of children 0-3 and their parents. The philosphy and goals remain the same, a guided observation component has been added to assist parents in learning about their child's development and how to respond appropriately to certain situations.

Requirements Adoption may be total or partial (to be negotiated). **Staff:** a parent educator and an early childhood teacher or teacher assistant on part- or full-time basis, depending on number of families served. (Example: 30 families = three groups at two hours of contact time per week = six hours.) **Facilities:** a room for parent discussion group and an early childhood room. Many sites use a kindergarten room after school hours. **Training:** a two-day workshop.

Services Awareness materials are available at no cost. Visitors are welcome Monday through Thursday, day or evening, October through April, by appointment. One-day in-depth awareness presentations are available for out-of-state meetings. Two-day training workshops are available at project site. Two-day training workshops can be conducted at adopter site. Costs of training range from $120-$850 plus expenses a day plus expenses. Follow-up technical assistance can be provided by telephone or visit to adopter site.

Materials: *A Guide To Establishing and Directing the Program*, $50; *Parent Handbook*, $15; *In-center Learning Stations*, $20; *Children's Room Curriculum*, $15; *Parent Discussion-Group Curriculum*, $25; *At-Home Activity Kits*, $82; *Supplemental Home Activity Kits*, $38 (all available only *to adopters*).

Equipment: For learning stations, $470 for basic six-day orientation; one set of *Activity Kits*, $4400. Many materials can be "home-made."

Contact **Jeanne Chastang Hoodecheck, Program Director; District #742 Community School; 628 Roosevelt Road; St. Cloud, MN 56301. (612) 253-5828.**

Developmental Funding: USOE ESEA Title III

JDRP NO. 75-48 (5/15/75)

High/Scope Preschool Curriculum (formerly Cognitively Oriented Preschool Curriculum). A preschool program with the designated purposes of mainstreaming mildly and moderately handicapped children with nonhandicapped children and serving early childhood programs in general.

Audience Approved by JDRP for preschool children of all abilities.

Description The *High/Scope Preschool Curriculum* is an open-framework model derived from Piagetian theory. The curriculum originated from one of the first early childhood intervention programs of the 1960s, the Ypsilanti-Perry Preschool Project, and was further developed with funding as a demonstration project in the First Chance Network for preschool handicapped. Through designated key experiences for children, teaching and parenting strategies, and child-observation materials, the curriculum provides a decision-making framework. Within this framework, teachers design a classroom program that reflects the expressed needs and interests of the children being served. This approach emphasizes the identification of the child's status on a developmental continuum by examining his/her strengths and accomplishments. The project views discrepancies in behavior between handicapped and nonhandicapped age peers as developmental delays, not as deficiencies. Basing their tasks on this orientation, teachers initiate developmentally appropriate experiences in the classroom that reflect the basic long-range goals of the program. These goals are to develop children's ability to use a variety of skills in the arts and physical movement; to develop their knowledge of objects as a base of educational concept; to develop their ability to speak, dramatize, and graphically represent their experiences and communicate these experiences to other children and adults; to develop their ability to work with others, make decisions about what to do and how to do it, and plan their use of time and energy; and to develop their ability to apply their newly acquired reasoning capacity in a wide range of naturally occurring situations and with a variety of materials. The plan-do-review sequence encourages children to achieve these goals by involving them in decision-making and problem-solving situations throughout the day. The teacher's role is to support the children's decisions and encourage them to extend learning beyond the original plan. Similarly, teachers rely on a basic room arrangement and daily routine designed to stimulate and support active learning.

Requirements The model can be used in an individual classroom. Inservice training for the classroom teaching team is required.

Costs The approximate cost per child for the initial year of implementation is $171 for personnel training, $55 for materials, and $23 for trainer travel. Total cost for the second and subsequent years is $48 per child. Cost calculations assume that the curriculum is being adopted by an existing program; personnel and facility costs for the classroom are not taken into account.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (expenses must be paid). Training is also conducted at adopter sites (expenses must be paid).

Contact **Clay Shouse, Manager; Development & Services; High/Scope Educational Research Foundation; 600 N. River St.; Ypsilanti, MI 48198. (313) 485-2000.**

Developmental Funding: USOE BEH

JDRP No. 79-9 (3/28/79)

Parent-Child Early Education Program (Saturday School). A program, available to all four-year-old children and to high-risk three and four year olds, structured to increase each child's chances for success in school.

Audience Approved by JDRP as a program for four-year-olds, including those with special problems.

Description The overall objective is to increase each child's chances for success in school, with a particular concern for locating and treating children with special problems. Saturday School has four major components. The first unites assessment with diagnosis and follow-up. Every child is tested individually in language, motor, perception, general knowledge, hearing, and vision. Twelve to fifteen percent require through-the-year additional help by teachers certified in preschool special education. The second component is a three-hour school "day" on Saturdays. Four-year-olds rotate in small groups to learning centers, led by a teacher or parent, for skill and concept development activities in language, math, motor, art, auditory, or visual discrimination. Ninety-three percent of the parents assist in teaching in Saturday School. The third component involves weekly one-hour home teaching visits which include two or three neighboring children and their parents. Home visits are provided to all children, with additional ones by a teacher-specialist for those with special problems. The fourth component consists of follow-up learning activities for parent and child. Parents also receive a weekly home activity guide suggesting learning "games." Child Development Consultants provide consultative services: they work with teacher-specialists in diagnosis and individual programming, consult with parents and teachers, and provide teacher training during the year. Staff development is a continuous process. Student achievement in language and cognitive skills averaged 14-16 months a year.

Requirements Basic components of the program—home teaching visits, school experience and assessment—must be a part of the program. Training at demonstrator site is necessary.

Services The program provides a variety of curriculum materials. Order forms are available upon request. Visitors are welcome to see the program in action. Project personnel is available for out-of-state awareness meetings. Costs for all services can be negotiated.

Contact **Marion M. Wilson, Director; Early Education Program; Ferguson-Florissant School District; 1005 Waterford Dr.; Florissant, MO 63033. (314) 831-8809 or (314) 831-8798.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-47 (5/23/74)

Perception+. A prerequisite to any formal learning discipline.

Audience Approved by JDRP for kindergarten (Level I) and first grade (Level II). This program has been used with other grade levels, but no evidence of effectiveness has been submitted to or approved by the panel.

Description *Perception+* addresses the student's ability to learn it is based on the premise that learning can be learned as a skill. Perception is not a reading, writing, or arithmetic program; it prepares students to learn to read, write, and do arithmetic. It is not a remedial program, but it is being used for remediation. It is designed to be introduced at the kindergarten level, but it is being used effectively from preschool to junior high.

Perception+ is perceiving: seeing what is looked at, hearing what is listened to, feeling what is touched. These are fundamental requisites for learning, the foundation for the "basics", and they are attainable through the 15-minute *Perception+* lessons, given three times a week throughout the school year. An entire class, not just those identified as having perceptual deficiency, participates as a group. The teacher offers experiences, and the students describe them in their own words. *Perception+* is also processing. Unprocessed information is meaningless and irrelevant. In each lesson of the Level I and II instructional units, *Perception+* students continually process data. They analyze, relate, compare, judge, sequence, decode. They critique and self-correct. They internalize information through their individual and group interaction with experiences. The teacher functions as the provider of experience and director of the process of internalization, not as an expositor of information. The *Perception+* program provides children with the means for making information meaningful. Finally, *Perception+* is applying: information that has been internalized and can be easily and readily applied. Understanding generated in one context can be transferred to new and different contexts without reteaching. The *Perception+* program addresses its activity to the transfer of understanding. Students become sensitive to the interrelatedness of experience. They also come to perceive the subtle differences and the uniqueness of experience. Students who know what they know are willing to investigate that which they don't know. Teachers who know what their students know can determine logically what they have to know. As students apply internalized understanding to new experience, teachers will know what students know.

Requirements In recognition of the unique character of each classroom adopted. It may be initiated in a single class or district-wide. It requires no special staff or physical arrangements. Teachers can be trained by project staff in two and one-half hours.

Costs The program can be implemented for $115.00 (the costs of one instructional kit) by the regular classroom teacher in the regular classroom. There are four instructional kits: *Level I* (first year), *Level II* (second year). These are totally self-contained and nonexpendable and are for use with an entire class regardless of size.

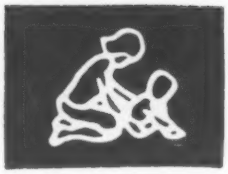
Services Awareness materials are available at no cost. Project staff is available to attend out-of-state awareness meetings. Training is also available at adopter site (consultant fee, travel and per diem must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact **Monika Steinberg, Program Director, or Theodore J. Gourley; Perception+, Educational Information and Resource Center (EIRC), 700 Hollydell Court, Sewell, NJ 08080. (609) 582-7000. FAX 1-609-582-4206.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-78 (6/7/74)

Portage Project. A family focused, home-based approach to serving young children with multicategorical disabilities.



Audience Approved by JDRP for children with handicaps, mental ages 0-6, preschool programs, and Head Start home-based programs.

Description *The Portage Project*, a home-based program for with young childrenwith disabilities and their families to maximize the child's development and support family functioning. The model, whether employed totally in the home or in a classroom-home combination program, centers on a home visitor meeting with parents in the home on a weekly basis to assist them in identifying and addressing goals for the child and family.

The home visitor and family jointly identify goals for the child based on the child's developmental needs and the desires, interests, and cultural mores of the family. To facilitate the greatest amount of carryover of the child's goals, they are implemented through naturally occurring activities that the child and parent normally participate in on a daily basis. Play activities are also used as a means of addressing child goals and enhancing parent-child interaction. During the visit, parent and home visitor spend time discussing actions taken to address family goals and planning additional strategies.

The project was originally funded by the Bureau for Education of the Handicapped from 1969 to 1972. Since then the direct services component of the project has been locally supported by 14 school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction.

Requirements Administrative commitment to a family focused intervention model which addresses child and family goals is a prerequisite for successful implementation of the *Portage Model*. At least one home visitor is needed to work with families on a weekly basis. Resource personnel should be available to assist in formalizing child and family goals and developing implementation strategies.

Services Adoption training typically consists of three days of instruction in the model components including child and family assessment, planning, and implementing child activities, working with families, and data collection. Training can be modified to meet the needs of each particular agency. Adoption training is periodically scheduled in Portage, Wisconsin, or can be arranged at a host site in collaboration with one or more interested schools/agencies. Training materials are supplied at no cost. Project staff is available for out-of-state awareness and conference presentations or to provide model componenet training (Working with Families, Transitioning, Behavior Management, etc.). Costs project instructional materials are available upon request.

Contact **Julia Herwig, Director, Portage Project; 626 E. Slifer St.; Portage, WI 53901. (608) 742-8811.**

Developmental Funding: USOE SEP, NDN

JDRP No. 75-75 (11/10/75)
Recertified (1/85)

Child-Parent Centers Program (CPC). An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children.

Audience Approved by JDRP for educationally deprived pupils, preschool to grade 3, from low-income families.

Description The *Child-Parent Centers* provide a highly-individualized, basic skills and language development, locally designed, half-day instruction program for preschool and kindergarten children.

Supplementary and support services are provided by school nurse, social workers, speech therapists, and curriculum specialists.

CPC activity heavily emphasizes parent involvement, recognizing that the parent is the child's first teacher and that home environment and parental attitude toward school influence a child's academic success. A parent-resource teacher is provided to work solely with parents. Parents are trained to instruct their children at home and are also involved in the school program. Potential adopting school districts may be interested in adopting the parent component in conjunction with their existing early childhood programs. The program can be easily adapted for any audience.

Contact **Velma Thomas, Director; Child-Parent Centers; Chicago Board of Education; 1819 West Pershing Rd., 6E South, Chicago, IL 60609 (312) 890-8196 or 8197.**

Developmental Funding: USOE ESEA Title I JDRP No. 74-31 (4/29/74)

Developmental Play (DP). A Validated Pupil Personnel Services Demonstration Project. A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.

Audience Approved by JDRP for small groups of children ages 2-6 with learning and social behavior problems. This program may offer greater potential for larger groups of normal children ages 2-6.

Description Developmental Play is both a relationship-focused, activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play rather than school work, it is a structured program in which participants (first child-to-adult and then child-to-child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and express their feelings. When successfully implemented, the program creates the atmosphere of a large family whose members experience warmth, caring, and openness with each other.

Small groups of children meet together with the same number of adults. Each child is assigned to one adult who becomes that child's parent for that hour. The goal is to stimulate an attachment relationship between the adults and children just as good parents become attached to their children. The rationale is that through this attachment process the child learns the basics for being able to learn reading, writing, and arithmetic in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided for participating adults to help them analyze their experiences with the children. We offer workshops in *Healing Your Inner Child Through Developmental Play* to prepare adults to do *Developmental Play* with children.

Contact **Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project;**
Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705.
(813) 822-0158 or 442-1171.

Developmental Funding: USOE ESEA Title III JDRP No. 74-116b (12/6/74)

Home Base. A program for "helping parents teach their own." Approved by JDRP for parents and their children ages eight months through four years. This program has also been used by parents and their children ages 5-8.

PROJECT
HOME BASE

Description Project *Home Base* was founded on the belief that parents are their child's first and best continuous teachers. It is aimed at supporting and enhancing the parents' teaching/parenting behavior, thereby influencing development of the child's growth/learning potential. The central feature of the project is a weekly home teaching visit by a para-professional parent-educator who gives the parents information about child growth and development, health care, etc., and presents them with a task selected to meet the needs of the parents and child. The parents then work on that task with the child during the week. As a result of the weekly contacts, the parents are better able to identify and meet their child's developmental needs and to increase their use of 13 identified desirable teaching behaviors. The data supports that as the child's developmental needs are identified and met, his/her growth/learning potential is positively affected; consequently, the child is better prepared to learn, becoming a more efficient and more effective learner.

Topics related to child development and parenting skills—behavior patterns, discipline, self-concept, child health and nutrition—are discussed at regular parent meetings. Other parent concerns are shared at small-group home meetings. Family activities are also offered through local events.

Home Base's unique preventative and cost effective model is particularly "geared" for "at-risk" preschool children. It has consistently been proven to reduce developmental delays at kindergarten entrance. The model has also been successfully adapted to primary age children.

Contact **Judy Popp, Director, or Shirley Hutchison, Team Leader; Project Home Base; Yakima Public Schools; 104 N. Fourth Ave; Yakima, WA 98901 (509) 575-3295.**

Developmental Funding: USOE ESEA Title III

JDRP No. 75-10 (1/21/75)

MECCA: Make Every Child Capable of Achieving. An intervention program for vulnerable children (with a deficit in a skill area) in regular classes in their first years of schooling. Approved by JDRP for kindergarten and first grade.

Description In the MECCA program, a learning disabilities teacher, with the help of the classroom teacher and a classroom aide, provides observation, profiling, and intervention within the regular kindergarten classroom for children with potential learning problems. The program utilizes a team made up of a special education teacher, a classroom teacher, and an aide, who together analyze the activities of the curriculum into the tasks that a child must accomplish in order to be successful in the activity. The purposes of this task analysis process are to think about what is asked of the child and to observe where the child is successful and where he/she needs help. The intervention aspect of the MECCA program is based on the principle of beginning at the level where the child achieves success and proceeding sequentially through the difficult steps to new successes. After the intial training period, the classroom teacher and the special education teacher train each other to combine teaching strategies and curricula for individualized instruction.

Contact **Peter R. Chester, Supervisor; Meriden Public Schools; City Hall; Meriden, CT 06450. (203) 634-0003, ext. 317.**

Developmental Funding: USOE BEH Title I-G

JDRP No. 77-111 (3/23/77)

Mother-Child Home Program (MCHP) of the Verbal Interaction Project. A home-based program to prevent educational disadvantage in low-income children, starting at age two, by enhancing parent-child verbal interaction. JDRP approved for two-year-olds at risk for educational disadvantage.

Description The program's theory is that cognitive and socioemotional growth is fostered by the preschooler and mother exchanging conceptually rich language around books and toys. Goals: increase mother's positive interaction with child to aid child's intellectual and social growth and thus prevent school problems. Twice-weekly half-hour home sessions for two school years (a total of 96 or less, the number tailored to mothers' needs) continue from child's age of two to four years. Paid or volunteer home visitors ("Toy Demonstrators") involve mother and child in play while modeling for the mother a curriculum of verbal interaction techniques focused around "curriculum materials"—books and toys permanently assigned to the child. Guide Sheets containing core concepts related to each toy or book (matching, counting, reasoning, etc.) are given to Toy Demonstrator and mother. 1984 *Evaluation Data* (MCHP adoption in Pittsfield, MA schools): **Program graduates met national academic norms through 8th grade (highest follow-up) in contrast to the educational disadvantages of similar comparison children.**

Contact **Phyllis Levenstein, Director, Verbal Interaction Project, Inc., Center for Mother-Child Home Program, 3268 Island Rd. Wantagh, NY 11793 (516) 785-7077. (Affiliated with State University of New York at Stony Brook.)**

Developmental Funding: HEW; USOE; NIMH; foundations JDRP No. 78-165 (11/27/78)

Search and Teach. An interdisciplinary model for the Prevention of Learning Disorders.

Description The program provides a three-part approach to the prevention of learning disabilities: scanning, diagnosis, and intervention. Scanning locates vulnerable children through *SEARCH*, an individual 20-minute test administered by teachers and educational assistants to all children in kindergarten or early in first grade. *SEARCH* taps the neuropsychological precursors of learning problems in young children, yielding data required for setting intervention priorities, allocating diagnostic services, and building teaching plans to guide intervention. Raw test scores may be evaluated either by age or local norms. Age norms permit comparison of a child's score with a broad reference group: the standardization sample of 2,319 children from intact kindergarten classes in inner-city, suburban, small-town, and rural areas. Local norms permit comparison with the immediate peer group with whom children will be learning in their own schools. Diagnosis helps to clarify the reasons for the child's vulnerability. The Learning Disorders Unit offers training in diagnostic skills to school districts interested in developing or expanding these services. Intervention is based on *TEACH*, a prescriptive approach that helps to meet the educational needs defined by *SEARCH*. *TEACH* tasks are organized into five clusters relating to *SEARCH* components; tasks have been chosen for their experimentally demonstrated contribution to the job analysis of reading. The 55 tasks proceed through three stages of increasing complexity: recognition-discrimination, copying, and recall. Mastery criteria are provided to ensure automaticity in the application of these skills in reading and the language arts. *TEACH* provides a two-year sequence of activities with emphasis on accuracy of perception in the first year and on intermodal and prereading skills in the second.

Contact **Rosa A. Hagin, School Consultation Center, Fordham University at Lincoln Center, 113 W. 60th Street, New York, NY 10023. (212) 841-5579 or Archie A. Silver, Dept of Psychiatry, University of South Florida Medical School, Tampa, FL 33613. (813) 972-7062.**

Developmental Funding: USOE BEH Title VI-G JDRP No. 79-33 (9/12/79)

STAY: School To Aid Youth. A program providing early identification and treatment of social, emotional, and academic needs of pupils. Approved by JDRP for grades 1 - 3.

Description Children enter on screening administered during kindergarten year. They remain in Project STAY for one-half of the day and in the regular classroom for the other half. Activities are organized and teachers are acquainted with specific instructional patterns to enable pupils to function at levels consistent with their potential. The specific objectives are identification of achievement levels of high-risk pupils; provision for individual instruction in mathematics and reading to correct specific deficiencies; identification of social problems, poor self-concepts, and attitudes of potential dropouts; and provision for information and referral of parents and pupils to various community agencies for help. Counseling sessions offered to parents and teachers create awareness and understanding which help in meeting problems. No one teaching approach is required. All information available regarding the child (from teacher, counselors, test data, etc.) determines approach used. Program designed for each child is given to regular homeroom teacher. Project STAY has used the innovative teaching devices designed by the teachers, and it has been found that they are highly successful. Project STAY was federally funded for three years on July 7, 1971, and is now locally funded by the Moore Public Schools. Awareness packets related to STAY have been mailed to all states, Canada, the Virgin Islands, Australia, and Puerto Rico. Over 7,500 visitors have visited Project STAY.

Contact **Pat Ross, Project Director; Project STAY; Moore Public Schools; 2009 N. Janeway; Moore, OK 73160. (405) 794-8282.**

Developmental Funding: USOE ESEA Title III

JDRP No. 73-43 (4/9/73)

Strategies In Early Childhood Education. A continuous-growth program with sequential program materials that bridges the gaps between preschool, kindergarten, and first grade.

Description The concepts of the project are as follows: A child must have basic processes developed to a certain level before terminal objectives such as reading and math can be taught effectively and meaningfully, because failure to take development issues into account results in failure and/or meaningless rote learning. There must be an assessment of where the child is developmentally in terms of learning processes and structural analysis. Once an assessment is made, an educational program based upon the pupil's strengths must be outlined in each skill area, and this program must utilize the child's mode and rate of learning so that continuous progress is possible.

Based upon these concepts, the project includes the following components: a model including the structural, functional, behavioral, and environmental components of children as they develop from age 4 to about age 8; a chart of learning objectives as related to the model; a screening manual and a pupil edition; a prescription guide, which includes each educational objective, to assist the teacher in providing appropriate learning experiences for each pupil.

Program objectives are developmentally outlined, and activities and learning centers are established to enhance auditory, visual, motor, and verbal language skills leading to reading, math, and language growth.

Contact **Robert Schramm, Project Director; P.O. Box 2568, Oshkosh, WI 54903, (414) 233-2372**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-75 (5/29/74)

Tulare Follow Through. Two separate components promoting children's chances for success in school, with parents as contributing partners in their children's education.

Audience Approved by JDRP for all students grades K-3 and their parents.

Description *The Oral Language Development* component stresses a flexible, sequential system of instruction leading to improved reading and oral communication skills.

The Parent Involvement component includes five activities designed to encourage parents to become involved in their children's education as partners with the school and to help them become more effective parents through participation in parent education sessions.

Requirements An adoption agreement is required. Adopters must designate one person to implement and supervise the program component(s) adopted. Inservice is required for personnel involved in implementation. Program materials must be purchased.

Costs Costs include time and resources necessary for implementation and supervision of program component(s) adopted. Teacher's manuals for Oral Language Development are available at cost. Parent Involvement materials are available at cost.

Services A Follow Through Resource Center. Awareness materials are available. Visitors are welcome by appointment for observations and demonstrations. Project staff is available for out-of-state awareness presentations. Inservice and follow-up technical assistance are available to adopters.

Contact **Director, Tulare Follow Through Resource Center; 909 E. Cedar, Tulare, CA 93274. (209) 686-3335 Ext. 302 , or 688-2892**

Developmental Funding: USOE Follow Through JDRP No. 77-127 (8/19/77)

SECTION J: Gifted and Talented/Technology/Special Interests

Academically Talented Youth Programs (ATYP) J-1
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** Projects currently funded by the NDN*

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
CATS	J-2	✔			✔	✔	✔	✔	✔	✔				✔	✔	✔	✔	NJ,NE,NM,NY,OH,HI,IA,MN	1
COFFEE	J-4			✔	✔	✔	✔		✔	✔			✔	✔	✔	✔		None	1
CSG	J-5	✔		✔	✔		✔		✔	✔				✔	✔	✔	✔	WA	1
Cupertino	J-6				✔	✔	✔		✔				✔	✔	✔	✔	✔	CA,MI,IL	1
Folger	J-7	✔					✔	✔	✔				✔	✔		✔	✔	VT,CA,CO,MA,WY, MN,NY,LA,DC,CA,PA,VA	1
ICE	J-9			✔	✔	✔		✔	✔				✔	✔	✔	✔	✔	NJ,NH,MI	1
Keyboarding(KRS)	J-10	✔			NEG	NEG	✔	✔	✔	✔			✔	✔	✔	✔	✔	MI,UT,OH,SC,TX,AL,WA	1
KIDS KITS	J-11	✔		✔	✔	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	CO,MO,MA,NC,NE,OK,GA	<1
LTL	J-21			✔	✔		✔	✔	✔					✔	✔	✔	✔	NY,MA,VA,IL,NJ,CT	2
Merrimack	J-12			✔	✔	✔												None	2
Past is Prologue	J-13			✔	✔	✔			✔	✔								15 States	>1
Philosophy	J-14	✔		✔	✔	✔		✔	✔	✔				✔	✔	✔	✔	CA,HI,ME,MI,NY,PA,VA, CO,IL,MN,SC,IA,MA,OR, TX,ND,OK,NJ,WA,WI,MD	3+
Project 50/50	J-15	✔					✔	✔	✔	✔			✔	✔	✔	✔		None	2
SAGE	J-16			✔	✔	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	AK,IL,MO,NJ,NE,MA,NY, OH,NC,TX,HI,	1
SIS	J-17	✔		✔	✔	✔	✔	✔	✔	✔			✔	✔	NEG	NEG	NEG	AZ	1
Success Enrichment	J-18	✔			✔	✔		✔	✔	✔				✔	NEG	4	✔	AR,IL,OK,SC,TN,	2
Talents	J-19	✔	✔		✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	4	✔	AL,AR,CT,GA,IA,IL,KY,MA MD,ME,MI,MT,NC,ND,NE ,NM,NY,OR,TN,TX,UT,VA,WI,WV,DC	2
Utilizing Comp.	J-20			✔	✔	✔	✔		✔	✔		✔		✔	✔	4	✔	NJ,TN,SC,IL,OK	<1

Academically Talented Youth Programs (ATYP), Mathematics. A program of accelerated instruction in mathematics for junior high school students with exceptional mathematical ability.

Audience Approved by the JDRP for academically gifted 7th to 9th grade students who have obtained a score of 500 or better on the mathematics portion of the *Scholastic Aptitude Test* (SAT). A score of 870 or better on the mathematics plus verbal section.

Description *The Academically Talented Youth Program* (ATYP) mathematics component provides accelerated mathematics instruction for 7th to 9th grade students with excellent mathematical ability. The purpose of the ATYP is to identify those students with exceptional ability and to provide appropriate instruction in mathematics. The collaboration between K-12 school districts and higher education institutions permits the ATYP to identify students with exceptional ability in public and non-public school districts and to provide accelerated instruction at a higher education institution for qualified students. First year placement in the ATYP program of accelerated mathematics instruction covers the standard two-year high school algebra curriculum of Algebra I and Algebra II, plus introductory work in probability and trigonometry. Instruction, often by college and university professors, emphasizes the conceptual and theoretical framework of mathematics. The class is composed of a homogeneous group of students of the same age and ability. Instruction occurs in one 2-1/2 hour class held each week during the school year. Course grades and high school credit recommended by the instructor are granted by the home school.

Requirements Successful replication of the ATYP model is possible in any community in which there are multiple school districts within a 50-mile radius of a post-secondary institution. This educational community must be willing to depart from traditional roles to commit to the adoption of the critical elements of the ATYP program, specifically, student identification, student and family counseling, instructor and site selection, program administration, and inter-institutional cooperation. The collaboration of K-12 school districts and higher education institutions is essential. School districts agree to release the student 2-1/2 hours a week to ATYP mathematics instruction and to grant high school mathematics credit for completed courses. Higher education institutions provide instructors release time, teaching assistants, and classroom space. Both a qualified project administrator and mathematics instructor are necessary for the success of the program. Classes should be limited to 15-20 students. Textbook and equipment expenses are minimal.

Major expenses of the program are shared by the originating schools and the higher education institution (Kalamazoo College) so that financial outlay of students' families will be minimal. Salaries for a program director and for one instructor of 15-20 students are the largest recurring costs when these responsibilities are not assigned to existing positions. Teaching assistants are college students in a federally subsidized work/study program. Textbooks and standardized tests are re-used. The annual search for students requires postage, materials, and personnel time. Estimated costs for the installation year are $6,536, with a cost of $327 to the student. Costs for the subsequent year are $3,911, with costs to the student equalling $196.

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff is available for awareness sessions (cost to be negotiated).

Contact **Carol R. McCarthy, Director; Academically Talented Youth Programs, Mathematics; Kalamazoo College; 1200 Academy Street; Kalamazoo, MI 49007; (616) 383-8550, 383-8468.**

Developmental Funding: Private Foundations

JDRP No. 86-9 (6/25/86)

CATS (Critical Analysis and Thinking Skills). CATS is a program which teaches students how to apply critical thinking skills to problems and issues so that they will learn how to make more rational decisions. CATS also teaches students how to write persuasive essays.

Audience CATS has been approved by the JDRP as a program for high school students (grades 9-12) of all ability levels. CATS has been used with students in the lower grades.

Description The **goals** of the CATS Program are: 1) to help students learn and correctly use basic critical thinking skills so that they can analyze issues and problems more effectively; 2) to help students learn and correctly use a decision-making process so they can make more rational decisions; 3) to help students become critical readers so they can decode and encode information more effectively; 4) to help students learn the composing process so they can write persuasive essays of high quality; and 5) to provide a way for gifted students to realize their intellectual and creative potential. CATS projects, which fall into two distinct phases, were developed to provide teachers with a practical and tested way for implementing CATS in the real world of the classroom. **Phase 1** (Defining and Evaluating). Students learn how to precisely define the issue at hand, evaluate the issue (i.e. how to obtain a wide range of relevant information), and then how to prioritize and assess the information for credibility. Students use the CATS six-step, decision-making process to define and evaluate the issue using specially formatted worksheets to complete the process. **Phase 2** (Writing and Revising). Students have on worksheets a highly organized version of the issue from which it is a relatively simple matter to write and revise a persuasive essay.

Skills Students learn critical-thinking skills and how to apply these skills to issue analysis. These skills include: conceptual analysis, deductive and inductive reasoning, and priority analysis. Students are constantly called upon to analyze and synthesize their thinking. Students function at the evaluation level which most taxonomies identify as the highest of the higher order thinking skills. In addition, students are learning the important skills of critical reading and persuasive essay writing. In order to obtain benefits, students complete five CATS projects per semester. Since CATS is used as another teaching method in place of such things as lecturing and giving quizzes five times per semester, students do not suffer as far as acquisition of course content is concerned. However, with CATS, students gain an extra dimension for their education. CATS has been used in social studies, language arts, and related classes. Other adaptations are in progress at this time. CATS has developed special **Advanced CATS Projects** for the gifted student.

Requirements Teachers receive CATS training in a one-day workshop. During the workshop, teachers complete a CATS Project (small group work) and then learn how to use CATS in their classrooms. Follow-up can be accomplished in several ways; phone, mail, or on-site visit. CATS training requires no special equipment or facilities.

Services CATS staff and trainers certified by CATS can provide a variety of services to educators. Training, except in rare instances, is accomplished at the adopter site. Visitors are welcome at the project site by appointment. CATS staff will conduct awareness sessions anywhere in the U.S. or possessions (cost to be negotiated). Follow-up services as described above are provided (costs to be negotiated). Costs of a one-day workshop are: trainer=$250; travel, lodging, meals and other expenses=actual cost; materials=$40 per teacher. Included in the materials cost is the CATS Instructional Package, *Making Rational Decisions*, which is used both for the workshop and for classroom implementation.

Contact **Terry P. Applegate, or W. Keith Evans; CATS Program; 4988 Kalani Drive; Salt Lake City, UT 84117-6421. (801) 466-9365.**

Development Funding: USOE ESEA Title III

JDRP No. 77-106 (1/11/77)
Recertified (12/84)

Child Development Project. A Comprehensive elementary school program designed to enhance children's social and moral development through systematic changes in the classroom and school environments.

Audience Originally designed for suburban, middle class school children. Currently being applied to a much more heterogeneous, urban school district. Approved by PEP for students in grades K-6.

Description The major goal of the *Child Development Project* (CDP) is to enhance prosocial characteristics in children as reflected in attitudes, motives, and behaviors, including consideration of an concern for others' needs, feelings, and welfare, and a willingness to balance one's own legitimate needs and desires with those of others in situations where they conflict.

The CDP program attempts to create a caring community in the classroom based on a shared commitment to prosocial, democratic values. It combines elements of traditional approaches to values education with those of more recent approaches derived from cognitive developmental theory--it helps children both to learn values through adult guidance, and simultaneously to develop values, through participating as a member of a mutually-concerned, caring community.

CDP develops prosocial inclinations and behaviors through a variety of experiences, including opportunities to collaborate with others in the pursuit of common goals; to provide meaningful help to others and receive help when it is needed; to discuss the experiences of others and come to understand their feelings, needs, and perspectives; to develop and practice important social skills and competencies; and to assume responsible roles in the school community. These activities are incorporated into five components: Cooperative Learning, Developmental Discipline, Promoting Social Understanding, Helping Activities, and Highlighting Prosocial Values.

In the classroom, teachers give children active roles in creating a caring community; involve them in cooperative learning activities that focus on both academic and social goals; and use a reading/language arts program organized around whole works of children's literature that portray prosocial values and the ways they play out in daily life. The school-wide program consists of activities such as cross-age "buddies" and tutoring programs, community service and charity drives, and family film nights. Parents are also involved in a "family homework" program. Teachers' guides and other support materials are provided to link these activities into an overall, comprehensive program.

Evidence of Effectiveness Results of evaluations of CDP indicate that the program enhances students' interpersonal classroom behavior, social problem-solving skills, and commitment to certain democratic values. Program students have consistently demonstrated a better understanding of common interpersonal problems and a more thoughtful and sophisticated approach to solving them. Findings indicate achievement of a "self-other" balance.

Requirements To effectively implement CDP, a district must make it a strong priority. Two to three years of teacher and administrator training and orientation is required, typically including a one-week summer training institute each year, periodic day-long workshops through the year, and regular opportunities for teachers to reflect on issues of philosophy and practice.

Costs A district would need to allocate from $50,000 to $100,000 annually to begin the program in two or three schools and later to gradually expand it to other schools in the district.

Services Intensive staff development and planning assistance will not be available from the CDP staff until the 1990-91 school year, and then will be available only to a limited number of new districts that are willing to make a substantial, sustained commitment to supporting the program.

Contact **Eric Schaps, Developmental Studies Center, 111 Deerwood Place, Suite 165, San Ramon, CA 94583. (415) 838-7633.**

Developmental funding: The Williams and Flora Hewlett Foundation.

PEP No. 89-6 (4/20/89)

COFFEE (COoperative Federation For Educational Experiences). A comprehensive drop-out prevention/ reclamation program for adolescents with histories of academic failure, truancy, poor self-concept, family problems, and social misconduct.

Audience Approved by the JDRP as a comprehensive drop-out prevention/reclamation program for secondary students.

Description Project COFFEE is a regional, instructional, occupational training and counseling program for at-risk youth from seventeen school districts. The characteristics of this student population are as follows: histories of academic failure, truancy, poor self-concept, family problems, and social misconduct. The program integrates five components: an academic component—which provides relevant basic skills instruction based on an individualized education plan; an occupational component—which provides hands-on educational experiences in an adult-like work environment preparing students for the high-demand jobs of the 80's and 90's; a counseling component—which provides character building, occupational and emotional support utilizing existing state, regional, and local service organizations; a pre-employment education component—designed to enhance the employability of at-risk students through classroom instruction and student internships; and a physical education component—which offers a program of recreational activities adapted to enable students to develop a sense of self-accomplishment and group cooperation. The occupational component includes training programs in the following areas: Computer Maintenance and Repair, Word Processing, Building and Grounds Maintenance, Horticulture/Agriculture, and Distributive Education.

Project COFFEE students demonstrated significant gains on language, reading, and math achievement tests after participation in COFFEE. Students who have dropped out of school or who are potential drop-outs, and have entered Project COFFEE, remain in school as demonstrated by a significant decrease in absenteeism rate. Project COFFEE students have a higher employability rate than do those students represented by the national statistics who have not attended such a program. The coffee graduates' employment rate is significantly higher than the comparable population.

Requirements Support of educators, parents, community, school board, local special service agencies, and related business/industry is essential. The project may be adopted by a single school district or by a federation of school districts. The program functions extremely well as a "school within a school"; therefore, no additional building site is required. An effective communication plan with students, parents, educators, local social service agencies, and related business and industry is required. Start-up costs for replication would depend largely on existing programs and facilities. The cost of replicating the program is approximately $3,500 per student or a range of $6,000-$58,000 per training program (20 students) depending on what resources are in place. Effectiveness of the program is greatly enhanced by the maximum utilization of existing government-supported social service agencies, industry/education initiatives, and federal and state funds for drop-out prevention.

Services Awareness materials are available at no cost. Visits to Project COFFEE are welcome and encouraged. Project staff can attend out-of-state awareness meetings (costs to be arranged). Training, technical assistance, and manuals are available at a nominal charge.

Contact **Jan McTiernan, NDN Coordinator; French River Education Center; P.O. Box 476; North Oxford, MA 01537. (617) 987-1626, 1627; or Michael Fields, Executive Director; Oxford High School Annex; Main Street; Oxford, MA 01540; (617) 987-2591, 2463.**

Developmental Funding: Vocational Education

JDRP No. 82-25 (5/19/82)
86-2 (5/21/86)

College Studies for the Gifted (CSG). A program providing academically advanced opportunities for the gifted pre-college student.

Audience Approved by the JDRP for intellectually, artistically, dramatically, and musically gifted students ages 10-18.

Description The CSG program is designed to motivate and challenge gifted students between the ages of 10-18 by offering them the opportunity for advanced study in science and the liberal arts. The students spend a portion of their school day attending classes on a university campus and the rest of the day in the public school setting. Students may attend the program full-time or take evening classes.

During the CSG summer program, gifted students live and work together. They attend regular university classes with college students for credit. They are provided with an academically stimulating environment. They are challenged by the academic climate, and receive counseling to meet social and emotional adjustment needs while accumulating college credit.

The program is a cooperative effort, utilizing existing resources among the university, the school district and the student.

Requirements The CSG program is entirely transportable. It is most appropriately maintained at a liberal arts university. The initial contact for starting up the program should come from outside the university. The program requires at least 10 hours of training in program techniques, administrative design, policy and procedure changes and utilization of available resources. The first 6 to 12 months of the program should be spent on start up items, i.e., personnel, curriculum development and preliminary planning in school district. By the second year the program should be fully operational.

Services All necessary materials and program implementation is available, including a comprehensive training document that specifies implementation procedures for the CSG program.

Contact **Anna Luhman; College Studies for the Gifted (CSG); Fort Hays State University; 600 Park Street; Hays, KS 67601; (913) 628-4536.**

Developmental Funding: State

JDRP No. 86-14 (7/2/86)

Cupertino Concept: Computer Literacy and Beyond Program. A staff development program for the integration of technology into the curriculum (K-8).

Audience Approved by JDRP for students in grades K-8 and as a staff development project.

Description The *Cupertino Concept*, through an integrated use of technology in the curriculum, aims to develop fully functional students empowered to deal with an information-based society through development of skills for assessing, creating and manipulating information products and services. To realize this goal, a process has been developed whereby teachers help students use technology (computers, etc.) as a tool to enhance learning in the curriculum content areas.

There are six strands in the *Cupertino Concept* model: Philosophy, Software, Hardware, Lead Teacher Network, Staff Development, & Curriculum. The ultimate goal of each strand is the development of a local plan to assist the adopter.

Requirements The elements of replication for this program include management and staff training, technology planning, technical support, curriculum development, and evaluation. Adopters can be trained to implement a similar program in a one-day workshop. A more comprehensive two-day workshop is also offered.

Costs Costs consist of honorarium, travel and per diem to be paid by adopter/facilitator. Trainings are tailored to client needs. Additional materials include a training manual and computer literacy guide (Training manual [including computer literacy guide] - $75. Computer literacy guide alone - $10.00).

Services Awareness materials are available at no cost. Visitors are welcome on site by appointment. Project staff is available for awareness meetings (cost to be negotiated).

Contact **Ms. Barbara Caligiuri; Cupertino Union School District, 10301 Vista Drive, Cupertino, CA 95014; (408) 252-3000 ext. 340.**

Developmental Funding: ESEA Title IV-C

JDRP No. 83-37R (3/30/84)

Folger Library Shakespeare Festivals. A program aimed at improving Shakespeare studies for young students and adolescents and their teachers.

Audience Approved by the JDRP for students grades 4-12.

Description The *Folger Library Shakespeare Festivals* project, an education program for grades 4 through 12, is devoted to the teaching of and learning about Shakespeare. The festival is not an enrichment activity, but rather a participatory approach that leads students to a thorough understanding of Shakespeare's works. For a festival, students study, prepare, and perform a scene (or group of scenes) for an audience of their peers. These student-actors then become the audience for other performing students. Through this interaction, the students meet Shakespeare in the most accessible and historically accurate way — in performance.

Training is a two-step process. First, a Folger Library trainer holds a day-long workshop for local resource people. Second, the resource people hold another workshop for the classroom teachers. This workshop includes proven teaching strategies directly related to teaching Shakespeare by performance and the logistics of setting up a festival.

Following the training, the key personnel begin to organize festival resources and logistics and the teachers return to the classrooms and begin working with their students on the preparation of a scene, or scenes, to bring to the festival. The festival serves as motivation and culmination for this study of Shakespeare.

Requirements The *Folger Library Shakespeare Festivals* can be replicated anywhere. The festival may involve one class, a whole school or several schools. The locations for a festival can be, and have been, as varied as a single classroom, an auditorium, a theater, a cafeteria or a playground. Adopters of this program need to select a site coordinator to organize the workshop and the festival. The participating teachers are trained in the use of Folger Library materials, which include a videotape, *Teaching Shakespeare*, and a comprehensive manual on teaching Shakespeare by performance and on festival planning. Optimum scheduling is to have fall training for teachers holding a spring festival. Costs for the festival program depend on the level of involvement of school and community resources, stipend appropriate to the coordinator, the number of participants, as well as the existence and number of prizes incorporated into the festival. Installation costs at the most basic level for a festival involving 300 students runs about $10.66 per student during the first year and $5 per student during subsequent years. Costs include $1,500 for the certified trainer and materials from the Folger Library (this cost would only be incurred during the installation year), approximately $500 for the site coordinator's stipend, and an estimated $1,000 for on-site costs (materials, supplies, mailing, publicity, programs, and handouts, etc.).

Services Awareness materials available at no cost. Project site visits are welcomed, by appointment. Project staff is available for awareness sessions (costs to be negotiated).

Contact **Judy Tabler-Kelsey or Peggy O'Brien; Folger Shakespeare Library; 201 East Capitol Street, S.E.; Washington, DC 20003; (202) 544-7077.**

Developmental Funding: State Grants & the Folger Library

JDRP No. 86-13 (7/2/86)

Individual Progress Program (IPP). A complete academic program for gifted students.

Audience Approved by JDRP for students in grades 2-5 who show such an accelerated rate of academic/intellectual growth that their needs cannot be met with grade level teaching and materials.

Description The IPP model is for gifted students in grades 2-5 who are in the top 2% as measured by academic/intellectual tests. The program accelerates students through a basic skills core curriculum at a level commensurate with their own ability. This curriculum integrates all disciplines under the "umbrella" of the social studies, and crosses all age and grade levels. A theme is applied to the curriculum, which rotates every three years. Five manuals have been developed for use with the program: one for a general program description; three for curriculum—one for each year of the cycle; and one describing the use of affective measures in the program. Within these manuals are lists of all texts and additional curriculum resources used by the staff. When students enter the program, they are diagnosed for level of proficiency in the areas of reading/language arts and mathematics. Once students have been tested for individual levels of competency, they are grouped for instruction within each classroom according to the appropriate level. Diagnosis is continued by testing at intervals throughout the year in order to monitor mastery of basic skills and ascertain strengths and weaknesses. Scheduling is arranged so that students may move between classrooms in order to work with their intellectual peers in each academic area. In addition, an enrichment component, which focuses on foreign language, art, the media, folk dance, and computer basics, operates on a six-week rotating schedule. Management tools help teachers maintain student schedules and assist the students' time management. In addition to academic achievement, it is expected that each child will complete independent projects in areas of interest. A structured format is provided for the younger grades, while the older students have a more open-ended structure. The community functions as a primary resource for all of the disciplines; resources are either brought into the classroom or students are taken out into the field. Activities in interpersonal skills, self-awareness, and communications are part of the curriculum manuals.

Requirements The *Individual Progress Program* can be adopted by one or more classrooms in a district. Implementation of the IPP involves a two to six-day workshop for the adopting district staff, workshop length depending on the knowledge base of the adopting team. Consultants will assist staff with planning and adaptation of their existing curriculum materials to the IPP model.

Costs The manuals are designed to provide the program model, including assessment, scheduling, curriculum outlines, and samples of lesson plans and units. The staff and classroom costs are baseline and the textual and resource materials specified by the district are utilized within the classroom. Thus the need for additional materials is reduced. First year cost to a district is usually $5,465. This reflects release time and substitutes. The fee for trainer is negotiable, based on the number of days requested for inservice and amount of materials needed.

Services Visitors are welcome at demonstration site by appointment. Project staff is available for awareness sessions (costs to be shared) and training sessions (costs are negotiable). A one day follow-up is available and would be negotiated into the cost of the training session.

Contact **Eilene Maret, Individual Progress Program Dissemination Project, Gifted Assessment Office, 1330 North 90th Street, Bldg 100, Seattle, WA 98103. (206) 281-6352.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-15 (5/12/82)

Institute for Creative Education (ICE). A program that teaches a creative problem-solving process based in a sequentially ordered curriculum which integrates thinking skill development to a wide variety of subject areas.

Audience Approved by JDRP for heterogeneously grouped, whole classroom use, validated for grades 4-6. Used extensively for gifted and talented programs, as well as other special needs students. Full curriculum available (K-12).

Description The *Institute for Creative Education* program is based on the belief that creative problem solving is essential to a quality learning experience. The project's process orientation, with a concentration on developing students' divergent thinking skills, gives students, in a non-threatening atmosphere, the foundation for sound decision making. The project's goal is to develop students' abilities to respond to problems or tasks more fluently, flexibly, originally, and elaborately.

Unique to this program are the sequentially ordered activities or lessons that teach the process of creative problem solving in a sequence clearly understandable to students and teachers. The students develop:

- creative thinking skills
- decision making skills
- oral & written communication skills
- self-confidence
- desire for in-depth idea exploration
- interrelationship of facts and ideas

Curriculum materials are obtained at a two-day training workshop conducted by the Institute staff. During training, teachers experience the format of the curriculum and the basic elements contributing to project components: productive thinking, reinforcement, and consciousness raising. Training activities also include teaching skills that assist teachers with techniques that foster effective thinking skill development. Teachers will implement the project's creative problem-solving process approximately once a week, following the suggested difficulty sequence. Products developed by the students reinforce academic areas. Follow-up activities and assistance by the project staff is stressed and strongly urged. Examples of follow-up activities include teacher observations, conferences, demonstration lessons by Institute staff, lesson development, and evaluation assistance.

The Institute has prepared several manuals to assist adopters, which include an administrative manual with the necessary information for smooth implementation and project management, and an evaluation manual.

Requirements The Institute curriculum can be implemented in schools of any size and composition provided that teachers are trained in Institute concepts. It can be used by whole classrooms or cross-grade groupings and in large or small group settings. A group of 25 teachers is ideal for the two-day training; it is recommended that administrators attend part of the first training session. (A one-day training is also available for a small group.)

The Institute curriculum notebook (per teacher) is a one-time cost for the adopter. Training costs include: curriculum material, travel expenses, per diem and consultant fee. It is recommended that adopters plan at least one follow-up visit from the Institute staff to insure quality implementation.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at demonstration sites in and out of state. Project staff is available to attend out-of-state awareness meetings. Training is conducted at adopter site. Follow-up services are also available to an adopter. All costs are negotiated with the Institute staff.

Contact **Monika Steinberg, Project Director; Institute for Creative Education; Education Information and Resource Center (ERIC); 700 Hollydell Court, Sewell, NJ 08080. (609) 582-7000. FAX 1-609-582-4206.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 79-22 (7/11/79)

Keyboarding, Reading, and Spelling (KRS) (formerly Basic Literacy Through Microcomputers). A program teaching students to use a microcomputer keyboard in the process of learning to type, read, and spell. Mastery is built into the program.

KRS
Keyboarding
Reading
Spelling

Audience Approved by JDRP for students grade one through grade six. Supporting data also were gathered from students in grades 7-8.

Description *Keyboarding, Reading, Spelling* is an instructional program that enhances reading achievement and keyboard skills. The program uses a phonetic approach to reading, with the microcomputer being an essential component of the instructional process. The computer does not replace the teacher in instructing, but rather provides opportunities for students to master skills through reinforced practice.

Students in grade 1, using the typewriter version of the program, demonstrate reading achievement scores, as measured by the CAT, that are higher than scores of students in a true control group, at a statistically significant level ($p<.01$).

Students in grade 3, using the micro-computer version of the program, demonstrate reading comprehension and speed-and-accuracy scores, as measured by the *Gates-MacGinitie Reading Tests*, that are higher than scores of students in a non-equivalent control group, at a statistically significant level ($p<.01$). Typewriting and computer usage skills were also statistically significant for the experimental group when compared to the control group. Visual and auditory memory skills improved significantly.

In a 1986 study significant growth ($p<.01$) was demonstrated in reading and language skills as measured by the *Metropolitan Achievement Test*, and in computer usage and typing, for the KRS experimental students in grades one through six compared to a control group.

The program works whether one or more computers are available to a class or whether there is a computer lab in the school. Although the teacher teaches some skills, students are independent as they work at the computer.

The basic program which includes four disks costs $180.00. Five sets of the four disks cost $468.00.

Requirements A one- or two-day preparatory inservice education program conducted by a Reid Foundation staff person is desirable. The program includes lecture and practice sessions. It would be advantageous to the trainees to have Apple IIe, IIc, or IIgs computers available. It is desired that data from pre- and post-tests are sent to the Developer-Demonstrator.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional sites in other states. Project staff is available to attend out-of-state awareness meetings. Training can be done at project site or at adopter sites. Awareness videotape is available for rental. At initial awareness sessions, time is provided without cost, and expenses are negotiated. Training and awareness can take place the same day.

Contact **Ethna R. Reid; 3310 South 2700 East, Salt Lake City, UT 84109; (801) 486-5083.**

Developmental Funding: Local

JDRP No. 84-14 (3/26/84)
87-29 (10/30/87)

KIDS KITS (Kids Interest Discovery Studies KITS). A program to generate active, self-directed learning and higher levels of thinking, using organized sets of multi-media materials on topics of student interest.

Audience Approved by JDRP/PEP for students of all abilities, grades 1-8. Has been used successfully with gifted and talented, Chapter I, learning disabled, and bilingual students, as well as students in the regular classroom.

Description KIDS KITS is a multi-media approach to gifted and talented education, special education, regular clasroom instruction, and library media center activities. Based on a school-wide survey of student interest, kits such as Indians, Astronomy, and the Human Body are developed by the library media staff and teachers. Kits contain books, filmstrips, tapes, models, study prints, etc., suitable for different grade levels, a variety of learning modalities, and a range of abilities. Integration of resources into KIDS KITS allows for immediate hands-on use of a variety of materials. There are four phases of student involvement: exploration, in-depth study, application, and sharing of information. Exploration allows students to become aware of topics of interest and resources available. During in-depth study, students ask and answer research questions by listening, viewing, reading, and writing. Students apply the information they have learned by creating a product or preparing a presentation. Student products include study prints, transparencies, tapes, models, or filmstrips. Products may be added to the kits. Students are encouraged to share their learning with families, classmates, teachers, and students from other classes through product displays, presentations, and informal discussions. KIDS KITS is adaptable to any scheduling pattern and to any type of school organization, such as self-contained, open space, teaming, or departmentalized. Individuals, pairs of students, small groups, or large groups can use the kits in the library media center or in classrooms. Structured activities are guided by library staff or teachers.

Program Effectiveness Interview data for students in grades 1-8 have been collected at the original school and at eight adoption sites located in five different states, representing a size range from rural to urban. Analysis of the data indicated that with increased kit use students demonstrate: (a) greater specificity, complexity, and multiplicity in their descriptions of the purpose of their learning activities; (b) more awareness and use of learning resources; and (c) a greater number of applications of the information gained. At the developmental site, where students had participated for one to three years, results were significant at the .001 level. At the adoption sites, after five-seven months of kit use, the significance levels varied from .03 to .001.

Requirements Staff at the adopting school develop at least six kits. The school identifies a staff member to serve as the program coordinator—usually the library media specialist/aide or a teacher. The coordinator or coordinating team receives four to six hours of training in kit materials selection, program operation, and evaluation. Classroom teachers receive one to three hours of inservice training in how to use KIDS KITS to supplement their instructional program. Library media staff and/or teachers train students in the use of KIDS KITS, operation of audiovisual equipment, and production methods. A wide variety of commercially available multi-media materials is used to compile the kits. Much of this material is already found in most schools. Costs vary considerably, depending on the amount of new materials purchased. Most schools already have appropriate audiovisual equipment. Materials available for purchase from the KIDS KITS project include Program Manuals (one required per school), Activity Cards (optional), and Discovery Cards (research questions; optional).

Services Awareness materials are available at no cost. Arrangements can be made by appointment for visitors to observe the program in use in various settings. Project personnel is available to attend out-of-state awareness meetings. Training is conducted at the adopter site or at the project site. Follow-up services are available for kit compilation, program implementation, and evaluation. Costs for all services available to be negotiated.

Contact **Jo Ann C. Petersen; KIDS KITS Project; 13200 West 32nd Ave., Golden, CO 804401. (303) 279-7418.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81-40 (12/15/81)
Recertified (10/31/85)
PEP No. 89-4 (4/20/89)

Merrimack Education Center CAI Project. A computer-assisted instructional program to augment the basic skills areas of reading and mathematics.

Audience Approved by JDRP for compensatory education students, grades 2-9.

Description This project provides individualized, structured, and sequenced drill and practice and tutorial services for students in Chapter I classrooms. As part of a comprehensive system, the program combines commercially available courseware with supportive organizational arrangements including staff training, materials, hardware and software maintenance, learning environment management, and technical assistance.

Based upon each student's measured strengths and weaknesses, teachers place him/her in the appropriate instructional level. Daily, all eligible students receive 30 minutes of individually tailored basic skills remedial instruction. Materials for instruction have been organized in a series of age/grade curriculum strands that are available in both computer-assisted instruction (CAI) and paper/pencil form. Two-thirds of class time is spent in small group or tutorial sessions with the teacher. The remaining third is spent interacting with the CAI system. Information is presented to each student in small chunks. Depending on what type of response a student makes, the computer takes an appropriate step—for a correct response, reinforcement and new material; for an incorrect response, a tutorial with additional practice. The teacher can assign the student a special drill for remediation when necessary. The computer management system keeps track of each student's progress, and generates reports for use by teacher and administrators. Procedures have been adapted to serve a multi-school district delivery system, and a management technical assistance system exists to guide implementation of the program as a supplement to the regular program. The technology activities have been identified as an NDN Technology Lighthouse Center. In addition to the JDRP approved program, visitors to the project site participate in applications of the uses of computers in education, as outlined in the following components: teacher/administrator training, software/courseware training, hardware and cooperative purchasing, data base management, and comprehensive planning. Computer literacy seminars are offered to school districts and software is available for preview.

Use of CAI in reading over one school year improved student performance in reading. With 10 minutes of CAI a day, students made significant gains in reading skills over and above those of a comparison group that received traditional Chapter I reading instruction. Students in math and reading programs using CAI consistently showed greater NCE gains than did their peers who were instructed conventionally.

Requirements Adopter would install a cluster of terminals, a central processing unit, and a printer in a computer laboratory setting (single classroom is adequate). Classroom teachers can use the system with very little training. The programs of Lighthouse can also be adopted as individual components (e.g., Computer Applications Planning, and Curriculum Applications of Technology).

Services Awareness materials (including evaluation report) available. Visitations and training opportunities scheduled weekly. Project staff available to attend awareness meetings in states. Training done at adopter site as well as project site. A *Computer Applications Planning Guidebook* is available for $9.75 and a *Curriculum Technology Handbook* for $20.00.

Contact **Richard Lavin, Ed.D, Director; Merrimack Education Center Computer-Assisted Instruction Program; 101 Mill Road; Chelmsford, MA 01824. (508) 256-3985.**

Developmental Funding: USOE ESEA Title I

JDRP No. 82-34 (6/2/82)

Past Is Prologue. A program teaching elementary students the procedures involved in operating a democratic government.

A TRIBE OF TWO

BOOK SERIES

Audience Approved by the JDRP for elementary students, grades K-6.

Description *Who Speaks For Wolf* is one of three Learning Stories originally designed over many generations by Iroquois teachers to enable their students to develop fully as participatory individuals. Wolf is designed to help students learn to cope effectively with self government. The story presents multi-level concepts of the decision-making system of a democratic community. It focuses on group discussion patterns leading to consensus, the positive and negative consequences of all decisions, and their establishment of a system to identify the full effect of each decision. These themes are presented in an Indian setting that captures the interest of the young and involves them in the learning process.

Teachers use the text, The *Teacher's Guide*, and an audio cassette tape, in a variety of ways. The materials can be presented in a 2-3 week unit of study at the elementary level. Teachers also find that the thinking skills encouraged by the unit relate to several other elements in the curriculum. *Who Speaks For Wolf* becomes a reference point over the course of the year, encouraging students to begin to integrate various curriculum components.

Teachers report materials are equally effective with gifted, average, and disadvantaged students. The materials can be used in a heterogeneous classroom as well, to bring out deep insights from slow as well as fast learners.

Requirements The users must purchase *Who Speaks For Wolf*, and *Teacher's Guide*. An audiocassette is also available. Teacher training will be offered and a video-taped introduction to this education system is available. The cost of materials and supplies (including text, teacher's guides, videotapes, etc.) is about $350.00. The cost of the personnel training is about $900.00 and includes salary and transportation for a certified trainer to work with local personnel.

Services Awareness materials available at no cost. Project site visits are welcomed, by appointment. Project staff is available for awareness sessions (cost to be negotiated).

Contact **A Tribe of Two Book Series; The Alexandria Library, Inc., P.O. Box 2021; Dallas, TX 75221. (214) 922-9333, FAX 214-754-0412, or 1-800-873-5526.**

Developmental Funding: State and local

JDPR No. 86-20 (7/9/86)

Philosophy for Children. A program designed to improve the reasoning ability and creativity of children, by stressing reading comprehension and the classroom discussion of ideas.

Audience Approved by the JDRP for elementary school children grades 3-7.

Description *Philosophy for Children* offers conceptual and cultural enrichment while providing skill improvement in comprehension, analysis, and problem solving. Specifically, the program develops reasoning competencies (e.g., inferring and finding underlying assumptions) and inquiry skills (e.g., forming hypotheses and explaining). To meet these goals, the program utilizes all of the following:

- the novel as text,
- the discussion method, aimed at transforming the classroom into a community of inquiry,
- comprehensive instructional manuals, and
- rigorous teacher education seminars.

Preparatory cognitive skills are introduced in grades 3-4. Basic reasoning skills are introduced in grades 5-6. The curriculum is divided into six sub-programs, each containing a children's reader and a teacher's manual. The children's reader consists of a collection of stories. In the classroom setting, children read and discuss an appropriate episode for their grade level. The teacher has the students identify themes within these stories and generates a discussion.

The pedagogical strategy of *Philosophy for Children* is to introduce children to standards of sound thinking through careful discussion of ideas. In this way, their reading, writing, speaking, and listening become infused with better reasoning, and this is then carried by them into other classrooms. *Philosophy for Children* is therefore critical thinking at its most thorough, aimed at producing reasonable students capable of good judgment when finding themselves in problematic situations.

Requirements This program has proven to be most successful in school districts in which the school administration has a clear sense of educational priorities and is consequently committed to providing the program with consistent support. Schools adopting the *Philosophy for Children* curriculum should begin with the early childhood programs and then proceed to later ones, so as to obtain the maximum cumulative impact. Training is required for all teachers who participate in the program. Teachers are observed in their classrooms by workshop directors two or three times per semester. Children's textbooks and the teacher's manual are available at minimal cost.

The *Philosophy for Children* program can be introduced at a minimal cost per classroom, with maintenance costs being as low as $2.67 per student per year per classroom of 25 students. First year installation costs vary from a total of $539.00 to $845.20 depending upon the method of training for the teacher. This is equal to a cost of $21.56 to $33.80 per student.

Contact **Matthew Lipman; Professor of Philosophy; Director; Institute for the Advancement of Philosophy for Children; Montclair State College, Upper Montclair, NJ 07043, (201) 893-4277.**

**Developmental Funding: NEH, USOE, ESEA Title IV-C,
State and Private Sources**

JDRP 86-12 (7/2/86)

Project 50/50. A computer technology curriculum for secondary school students.

PROJECT
FIFTY:FIFTY
the computer program

Audience Approved by JDRP for secondary school students.

Description *Project 50/50* is a computer technology program designed to assist secondary school students in gaining computer application skills while increasing their levels of social functioning and academic achievement. The project was developed and implemented as an education/industry partnership and has as its target population ethnic minorities, females, and disadvantaged youth. The uniqueness of the program is found in its comprehensive approach. The curriculum focuses on computer applications and consists of four components:

Computer as a Subject covers current and future computer applications, history, terminology, and robotics.

Computer as a Tool introduces programming in LOGO and BASIC languages and the use of graphics and word processing software.

Computer as a Career focuses on tech-based careers and job opportunities, job search techniques, interviewing skills and inter-personal relations.

Computer as a Metaphor includes exercises in orienting, and uses map and compass skills in relation to programming a computer.

When a school adopts *Project 50/50*, a network with local businesses is either begun or enhanced, teachers are trained, collaboration between schools is encouraged, and a curriculum is established. In contrast to comparison groups, *Project 50/50* students have demonstrated significantly greater acquisition of computer skills (as measured by the *Computer Skills Test*), self-esteem (as measured by the *Tennessee Self-Concept Scale*), and interest in math, science, and technology (as evidenced by student schedules), based on a one-year intervention period. Following a four-year plateau of achievement scores for math, reading, and language, *Project 50/50* students demonstrated significant gains compared to a norm group.

Requirements Adopting school district should provide two days of training for the computer-experienced teaching staff. One desk-top micro-computer and a printer should be available for every two students.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff is available for out-of-state awareness workshops (cost to be negotiated). Training is available for potential adopters at their home site or at the Oxford site, if more convenient. Excellent training materials are available for teachers and students. Costs for local schools include teachers, equipment, and software. *Project 50/50* will aid schools in acquiring equipment and software at low cost, if needed.

Contact **Robert W. Richardson, NDN Coordinator; French River Education Center; North Oxford, MA 01537, (617) 987-1626.**

Developmental Funding: Local

JDRP No. 84-13 (3/26/84)

SAGE. A program designed to develop higher level thinking skills and to improve academic achievement by providing a differentiated specialized curriculum for gifted and talented elementary students.

Audience Approved by JDRP for academically/intellectually gifted and talented students , grades 1-5.

Description The objectives of the program are to develop higher order and ciritcal thinking skills and to improve academic achievement by providing a differentiated specialized curriculum for academically/intellectually gifted and talented elementary school students. The regular school curriculum is extended based on a three-fold model incorporating thinking skill development, mini-study units, and independent study. Activities presented in the thinking skills development portion of the curriculum stimulate and challenge students to think and to perform at higher levles of thinking; assist in the development of critical, inductive, deductive, and creative thinking skills; and present specific instruction in areas of information gathering, organizing and using resource materials. Mini-study units, extensions of the basic curriculum, are interdisciplinary in nature, and incorporate thinking skill activities in broad topic areas. The third segment of the SAGE core curriculum is independent study, which allows students to extend and to enrich their knowledge of interest/content areas. A mentorship program, utilizing experts in the areas of student interest, is an outgrowth of independent study.

SAGE develops new themes annually. There is a SAGE Network of adopters who share thematic units as well as curriculum adatptations made for the regular classroom. Thinking skill booklets for the regular classroom teacher are available through the program's supplemental materials component.

The SAGE materials are adaptable to a variety of program designs. Guidelines are provided for schools in the initial program development stages. Schools which already have established a gifted/talented program may use the materials to enhance their current program. The SAGE Tri-Fold Curriculum can be easily implemented in one of three instructions models or a combination of the field-tested models: separate classroom, resource room, consultant teacher. Classroom teachers can be trained to implement SAGE for the academically/intellectually gifted students in the regular classroom.

Students participating in the program performed at significantly ($p < .05$) higher levels in higher order thinking skills, when compared to a non-participating comparison group, as measured by either the *Ross Test of Higher Cognitive Processes* (grades 4 and 5) or the *Test of Cognitive Skills* (grades 1-3). Similar gains were achieved on the *Comprehensive Tests of Basic Skills,* Form U and the *Cornell Critical Thinking Test*, Level X.

Requirements The SAGE Tri-Fold Curriculum is a process for teaching higher level thinking skills. Therefore, a two-day training workshop is recommended. An administrative planning time is needed in addition to the teacher training days. It is preferable to do training in two consecutive days, but it can be done with one initial training day with a follow-up after some of the SAGE process has been implemented. A training manual is necessary. Training is conducted at the project site or adopter site. Costs for all services available to be negotiated.

Services Awareness materials are available at no cost. Project staff is available for awareness, training, and follow-up. Implementation, evaluation, and follow-up services are available. Visitors are welcome to the project site by appointment.

Contact **Sandra Cymerman, Disseminator; or Diane Modest, Director, Project SAGE, Cameron School, Framington Public Schools, 187 Elm St., Framingham, MA 01701. (508) 626-9190 or 626-9134**

Developmental Funding: ESEA Title IV-C

JDRP No. 83-43 (5/27/83)

Scholars-In-Schools (SIS). A program aimed at improving education in the humanities.

Audience Approved by the JDRP/PEP for all secondary schools.

Description The purpose of the *Scholars-In-Schools program* (SIS) is to improve humanities education by involving university and other scholars with a PhD or ABD in a discipline of the humanities in classroom instruction, curriculum development, program enhancement, and staff development. The program places humanities scholars in secondary schools (grades 7-12) for long-term residencies, usually 60-100 days during the 180-day school calendar, for a one-to-three year period. The scholars work with a team of teachers in each school to bring about **systemic** change; the program is **not** one of enrichment.

SIS is both fixed and flexible: It has key elements which should be an integral part of every program, yet is flexible so that it responds to local needs and requirements. For example, at each site a team of teachers is identified; these teacher teams recruit and select the scholar, usually from within the same geographic area; the teacher team and scholar comprise **the** change agent. Together they determine the needs to be met and develop a detailed plan which is implemented during the pilot period. The program is locale-specific as well as transportable. SIS meets specific needs in particular settings. Other features include summer workshops; short programs for credit; local symposia; statewide and regional institutes.

SIS should be perceived as a process and a partnership, one that brings about improvement in the quality of humanities education by enhancing the professionalization of teachers in the humanities and aiding them in continued development in their discipline. SIS also explores a variety of techniques to facilitate the acquisition of knowledge in the humanities by students with many levels of abilities. SIS also encourages the cooperation of a variety of constituents in a school district's community and the development of networks among its various components.

Requirements The program may be implemented by all secondary schools, public or private. Project material includes a 30-page handbook which describes a variety of activities that can occur in the program as well as step-by-step guide to setting a SIS program in place. Additional materials from three model sites—urban, suburban, and rural—is also provided in the *Project Sites Guidebook*.

SIS is easily transported, replicated, and installed in various school sites. This is evidenced by its implementation in dozens of sites of many varieties such as rural (in an area with such a sparse population that two counties join together in a school district), large urban, inner-city, suburban areas and sites in multi-ethnic and culturally and demographically diverse settings in California since 1978.

SIS installation and maintenance averages $4,000-$10,000 per year, per school site, to pay scholar stipends, provide honoraria, tickets, transportation, curriculum materials and such. The cost may be reduced by utilizing emeritus faculty and by universities donating scholar time. Funding for the program has been accomplished through a variety of partnerships among schools, foundations, corporations, and other sources.

Services Awareness materials available at no cost. The *Handbook Project Sites Guidebook and Video* are available at nominal cost. Project staff is available (cost to be negotiated). Visitors are welcome to project sites, by appointment.

Contact **Ann M. Pescatello; Center for South Asia Studies; University of California-Berkeley; Berkeley, CA 94720, (415) 771-8206 or 642-3608**

Developmental Funding: Federal CCH, local and private

JDRP No. 86-22 (7/9/86)

Success Enrichment. A program to enrich the education of intellectually, academically, and creatively gifted students.

PROJECT
SUCCESS
ENRICHMENT

Audience Approved by JDRP/PEP for gifted and talented students, grades 4-6, field-tested in grades 4-6.

Description Special enrichment activities are provided for students in grades 2-8 with exceptionally high ability in the areas of language arts and art. Students are grouped in enrichment classes of 15 or fewer students per section. (This can also be accomplished within a regular classroom setting with provisions for flexibility in student outcomes and expectations for varying student ability levels.) Enrichment classes meet 2 hours per week. The participants are not relieved of their regular classroom assignments, although if the pullout model is used, they are excused from regular classroom attendance to participate in the program.

Lessons are presented in a hierarchical sequence from skill awareness through skill acquisition, skill mastery, skill application, to skill transfer. At the skill application level, elaboration, originality, divergent thinking, and problem-solving are emphasized. Cooperative learning approaches, such as hands on activities, shared decision-making, active participation, and questioning techniques are demonstrated and experienced throughout the program of activities and course. Self-management and social skills are also stressed, along with a process-oriented approach to the content.

The language arts curriculum includes (l) Imagery (similes, metaphors, and personification), (2) Vocabulary (descriptive adjectives and work expansion), (3) Sentences (order, types), (4) Literature (Newberry Award winners, literary analysis), and (5) Format (organization, editing, theme). Upon mastery of these topics, learners study in-depth, various types of poetry and short story writing and transfer their literary knowledge to a variety of integrated projects. Both oral and written communication skills are stressed through various teaching strategies. This whole language curriculum is embodied in six packets (four years of instruction): introductory, short story, poetry, drafting and editing, literary analysis (classics, Newbery Award Winners), and projects and evaluation.

The art curriculum includes enrichment activities that focus on drawing, painting and design, claywork and sculpture, and thinking (creative and critical) appropriate for children of all ability levels. The curriculum activities are sequental, use a variety of media, and emphasize (1) proportion, (2) contour, (3) detail, (4) shape, (5) form, (6) pattern (7) texture, and (8) use of color. After completing skill awareness and skill acquisition activities, students embark on individual projects.

Requirements Implementation requirements include: identification of instructors; instructors and principal participate in two-day in-service; acquisition of curriculum; instruction; possible one-day follow-up; and post-testing. (These requirements vary depending on the model program adopted.)

Costs Training expenses involve negotiating an honorarium, travel and per diem costs for one trainer. Twenty- to twenty-five persons can be accommodated in one training session. Adopters purchase a training manual and curriculum unit per participant which ranges from $50.00 to $155.00 depending on the resources available.

Services Visitors are welcome at any of our demonstration sites by appointment. Project staff is available for awareness and training sessions, and for follow-up and evaluation services. Project brochures and secondary awareness materials are available upon request.

Contact **Carolyn Gaab-Bronson, Project Success Enrichment; The Creative Connection; P.O. Box 22447; Seattle, WA 98122. (206) 325-5418.**

Developmental Funding: ESEA Title III and IV-C

JDRP No. 83-6 (3/4/83)
PEP 89-8 (5/11/89)

Talents Unlimited. A structured attempt to apply a multiple-talent theory approach to the regular classroom situation.

Audience Approved by JDRP for grades 1-6.

Description *Talents Unlimited* is a teaching/learning model for creative/critical-thinking skills instruction. It represents a classroom level, research-based implementation of Dr. Calvin Taylor's multiple talent approach to teaching. The model features four major components:

- a description of specific skill components in the multiple talent clusters of productive thinking, communication, forecasting, decision making, and planning;
- an in-service training program to assist teachers in the recognition and nurturing of students' multiple thinking abilities;
- model instructional materials which demonstrate the function of the multiple talent thinking skills in enhancing academic learning; and
- an evaluation system for the assessment of student development in the thinking skill component.

The *Talents Unlimited* process model focuses on regular classroom instruction, not on gifted programs per se; therefore, the model can operate within any organizational pattern.

Requirements A 12-16 hour in-service is necessary for teachers to implement Talents Unlimited. After the initial in-service, adopting schools are given permission to replicate the three component models' teacher training, student instruction, and evaluation.

Costs The costs for the initial teacher in-service to an adopter include travel, lodging and food for the consultant, and other travel expenses incurred, a consulting fee, and a materials fee per participant. A minimum of two days of training are required for classroom implementation. In addition to workshop training materials, there are example activities available. The *Talent Activity Packet* (TAP) is $50.00 and the paperbacks per talent are $20.00 each, making the entire set of sample activities $150.00. A set per participating teacher is not necessary, but a set per adopting school is advisable.

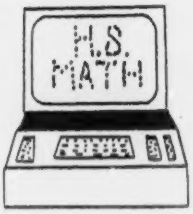
Services Awareness materials are available at no cost. There are 23 National Demonstration Sites in the United States, and these schools can be visited throughout the school year upon request of the building administration. Project staff is available to attend out-of-state awareness meetings (travel and per diem to be negotiated). Training is conducted either in Mobile or at the adopting school site. Implementation and follow-up services are available to adopters (all expenses to be negotiated).

Contact **Deborah E. Hobbs; Talents Unlimited; 1107 Arlington St.; Mobile, AL 36605. (205) 690-8060.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-82 (6/6/74)
Recertified (2/22/85)

Utilizing Computers In Teaching Secondary Mathematics. Program of microcomputer-based instructional materials and techniques to improve mathematics skills.



Audience Unanimous approval by JDRP for students of all skill levels, grades 9-12. Program materials also successfully used in grades 7-8 and 13-14.

Description This project's goal is to improve mathematics skills through the use of microcomputer-based instructional materials and techniques. The project's package consists of two teachers' manuals and six disks containing approximately 70 computer programs which encompass six areas of secondary level mathematics—Algebra I & II, Geometry, Trigonometry, Calculus, and Applied Mathematics. While some programs are tutorial in nature, others are drill and practice or simulations using graphics. The programs can easily be integrated into any traditional math curriculum without the need to hire any additional staff.

A typical approach to implementing the project materials is to introduce the topic of study using traditional methods of instruction. Students are then instructed to access the specific computer programs designed to apply the concept or skill and obtain detailed explanations and instructions as to how to proceed with independent investigations utilizing the information provided. During this time, the teacher serves as a resource person providing individualized assistance. A follow-up discussion is held at the end of the class period and work is assigned from the text or from a worksheet generated from the computer program.

Focus Math enhancement for students and an alternative teaching tool. During the training, emphasis is placed on curriculum and program integration for long-term implementation into a school system.

Requirements No additional or special staff is necessary to replicate the project. Approximately four hours of training are required. Request a "turn key" or certified trainer for each state implementing the project.

Services Awareness materials are available upon request. Implementation and follow-up services available to adoptors. A fee of $150 is charged for the teachers' manuals and computer programs; consortium cost $450. For further information contact project staff listed below.

Contact **Monika Steinberg, Project Director, or Elizabeth Ann Pagen, Project Manager; Educational Information and Resource Center (EIRC), 700 Hollydell Court, Sewell, NJ 08080. (609) 582-7000.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-17 (4/29/82)
Recertified (6/18/86)

Ethical Issues in Decision Making. A program that uses Kohlberg's theory of cognitive moral development to promote the moral growth of high school students.

Audience Approved by JDRP for students in grades 10-12.

Description This project has used Kohlberg's theory of cognitive moral development to design a high school *Ethical Issues* course and a governance model for schools. Kohlberg's theory identifies six stages of moral development, which are defined and measured by an individual's ability to reason about moral issues in conflict. Designed as a traditional semester elective, the *Ethical Issues* course can fit into any high school schedule. Cognitive moral development theory provides the structure and content of the curriculum. Each unit centers on a set of moral issues. Each activity requires class discussion of a moral dilemma involving conflicting rights and duties in a given situation. To expose students to increasingly higher states of moral reasoning, units present increasingly complex dilemmas. Students read plays, novels, short stories, essays, and legal opinions; writing skills are emphasized. Kohlberg's theory is also the basis of the Just Community model for alternative schools, which uses a weekly community meeting to promote cognitive moral development. At these meetings, community and individual issues are discussed, their moral components are explored, rules are voted, and agreements are made on issues of fairness that affect the whole community. Leadership rotates through the community. Decisions of the community meeting are processed and issues are clarified at small group adviser meetings. The Fairness Committee is another important structure of the model. Any teacher or student can bring someone before the committee to settle a grievance or solve the issues of fairness that inevitably arise in a high school. The committee identifies areas and issues within the school where teachers and students can mediate solutions to problems together, and it teaches skills necessary for that process. Many of the governance structures employed by alternative schools have been modified so they can be adapted by conventional high schools.

Contact **David Sachs, PACE University, 1 Maritime Ave., White Plains, NY 10606 (914) 763-8764.**

Developmental Funding: USOE ESEA TITLE IV-C JDRP NO. 80-31 (11/25/80)

Learning To Learn: Improving academic performance across the curriculum.

Description This program is the only learning improvement program at the post-secondary level to be approved by JDRP on the basis of both students' **significantly higher grade point** averages and **retention through graduation**. LTL is generally delivered as a 14-week course. The difference it produces in student learning and retention rates is substantial: data show a 20% increase in retention through graduation for four-year college students, a 50% increase in retention for two-year college students. We anticipate that the net effect of the program on a college using this system would be to increase its revenues (through higher student retention rates) and raise its academic standards (by improving students' ability to perform well in academic courses). The LTL system was developed through research in the learning strategies of successful students. Such students (1) ask questions of new materials, reading or listening for confirmation; (2) break down into smaller units the components of complex tasks and ideas; and (3) devise informal feedback mechanisms to assess their own progress. The LTL system is not a study skills system which loses its impact after students stop using the techniques. Once new LTL behaviors are established, they become part of the learner, integral to his/her thinking process. We think of these methods as comprising a fourth basic skill which facilitates the other three. Studies using statistically equivalent control groups were conducted on two college campuses. The studies showed significantly higher GPA's for students who had participated in the LTL course when effects of course load, sex, race, SAT scores, and previous academic record were removed ($p<.05$). LTL has been adapted for use at the high school level; we are currently collecting data on LTL at the high school level.

Contact **Marcia Heiman; Learning to Learn, Inc.; 129 Mount Auburn St., Cambridge, MA 02138 (617) 354-8393 or 1-800-28THINK.**

Developmental Funding: Special Services for the Disadvantaged Higher Education Act of 1965, PL 89-329. JDRP No. 83-25 (6/15/83)

Urban Arts Program. A program used to improve instruction in all the arts and to expand school use of community art facilities.

Audience Approved by JDRP for grades 7-12. This program has been used in grades K-6.

Description Since 1970, Minneapolis Schools' *Urban Arts* program has enabled students to learn from artists and arts organizations. Responding to two basic needs—for better use of the arts in education and better use of a community's arts resources—*Urban Arts* adapts its key practices to each school's needs and resources. The initial training session focuses on identifying such needs and resources through conferences with teachers and administrators and develops a local plan for *Urban Arts* practices that fits each school. Five strategies are used: arts practicum workshops for students' arts support crews as curators, camera persons, stage managers, graphics designers, and writers; placing artists in classrooms with students and teacher; activating teachers' arts talents and skills to develop an arts collaborative; connecting arts events and exhibitions to curriculum; and joining the community in arts celebrations.

The program's goal is to give all students the opportunity to learn with artists and the arts while developing their own aesthetic judgements. Understanding of the arts is acquired by training, practice, and experience through an instructional manner that is direct, immediate, and personal. Basic to the program is the idea that the community is an appropriate place to learn the arts. Workshops with students and teachers are held where the arts are created, housed, and performed. Existing arts facilities in the community—museums, galleries, workshops, concert halls, theaters, and studios—are used extensively.

Adoption requires 3 to 6 days of training workshops for teachers and community arts persons to adopt the 5 basic strategies and to set up a management group. Local artists supplement teachers, and teachers with special talents often work as artists for the program. Three workshops are provided for adopters (a minimum of 8 and a maximum of 60 persons per training session at the adopter site, with a visit to the original site optional. The program can be replicated in districts of any size, including those in rural areas. *Urban Arts* has been adopted for programs for the gifted and talented in many locations.

Contact **Wallace Kennedy, Project Trainer; Urban Arts Developer/Demonstrator Project; Exchange at the Teacher's Center; 110 Pattee Hall; 150 Pillsbury Drive, SE; Minneapolis, MN 55455. (612) 376-8234.**

Developmental Funding: USOE ESEA Title III

JDRP No. 75-27 (5/7/75)

SECTION K: Health/Physical Education

*Athletic Health Care System K-1

CASPAR (Cambridge And Somerville Program for Alcoholism Rehabilitation), Alcohol Education Programs K-2

*Choice K-3

Curriculum for Meeting Modern Problems (The New Model Me—2nd Edition) K-13

*Every Child a Winner With Physical Education K-4

*Growing Healthy K-5

Have a Healthy Heart (HHH) K-6

*Know Your Body (KYB) K-7

Me-Me Drug Prevention Education Program K-8

Ombudsman K-9

PEOPEL: Physical Education Opportunity Program for Exceptional-Handicapped Learners K-13

Physical Management (PM) K-10

San Jose Nutrition Education Project (SJNEP) K-11

Sequential Physical Education Reform: The M-5 Project K-14

*Social Decision Making and Problem Solving K-12

** Projects currently funded by the NDN*

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
Athletic Health	K-1	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	NC,NV,HI,WV,KS	3+
CASPAR	K-2			✓	✓	✓	✓		✓				✓	✓	✓	✓	✓	KY	3+
Choice	K-3	✓		✓	✓	✓		✓	✓				✓	✓	✓	✓	✓	VA,TX,MD	<1
New Model Me	K-13			✓	✓	✓			✓					✓	✓	✓	✓	None	2
Every Child/Winner	K-4	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	AL,GA,FL,KY	1
HHH	K-6			✓	✓	✓		✓	✓	✓				✓	✓	✓	✓	None	1
Growing Healthy	K-5	✓			✓			✓	✓	✓				✓		✓	✓	MOST	3+
Me-Me	K-8				✓	✓		✓	✓		✓			✓	✓	✓	✓	NH,AZ	<1
Ombudsman	K-9				✓	✓		✓	✓				✓	✓		✓	✓	NE,VA, NH,NY,NC,TN,DC	3+
Physical Mgmt.	K-10			✓	✓	✓		✓	✓	✓				✓	✓	✓	✓	IL,ME	2
SJNEP	K-11			✓	✓	✓			✓				✓	✓		✓	✓	None	1

Athletic Health Care System. A comprehensive system to prevent and manage athletic injuries in interscholastic athletic activity.

ATHLETIC
HEALTH CARE
SYSTEM

Audience Approved by JDRP for high school athletics—coaches, athletic directors, school nurses, certified athletic trainers, and student trainers.

Description Schools have the responsibility to learn to handle athletic health problems properly. State-of-the-art sports medicine methods, adapted for the high school level, meet the educational, organizational and recordkeeping requirements toward safer interscholastic athletic activities. A comprehensive risk management system serves to reduce liability. The program includes a **30-hour education session** for the entire "health care team" comprised of all coaches, the school nurse, certified athletic trainer (if on staff), and approximately 10 high school student trainers. The course provides common sense and knowledge in the areas of injury prevention, injury recognition, first aid, supportive taping, rehabilitation, and organization of the training room, as well as the importance and skills of recordkeeping. The laboratory portion of the course provides an ample 10 hours of demonstration by skilled health professionals who oversee the actual practice of the learned skills by participants. Coaches and students, after taking the course, show greater concern and ability to recognize injuries. A **needs assessment** considers the existing athletic program for safety and health care quality. School administrators and athletic staff receive a formal written report of the noted deficiencies and suggested corrective action plans. The third step of **creating a central training room**, serviced by student trainers under adult supervision (preferably a Certified Athletic Trainer), with proper equipment and design, provides services ranging from injury prevention, first aid, and rehabilitation for all student athletes. The *Student Trainers Supervisor's Manual* provides guidelines for selecting, utilizing, and evaluating student trainers. The fourth step of **standardized procedures** institutes the daily use of written guidelines, checklists, and protocols. Participating schools demonstrate knowledge in emergency preparedness as well as organized management of injuries and health problems in student athletics. The *Communications Manual* explains the importance and use of **special forms**. Computer generated reports of **data analysis and observations of each sport** permit informative seasonal and year-end evaluative summaries. An *Administrative Manual* explains the *Athletic Health Care System* philosophy and all procedures. An annual National Leadership Institute for becoming a "Certified Administrator" for the *Athletic Health Care System* is conducted for one week in Seattle in July. The Continuing Education Committee of the American College of Sports Medicine has endorsed the efforts of the project developer.

Requirements Written support from school administration and local medical community; appointment of System coordinator for each school; assessment of the entire athletic program; required attendance by all coaches and student trainers at the educational session; formation of a central training room; appointment of student trainer supervisor; use of daily system procedures; accurate recordkeeping; full participation in the evaluative component of the system; a school-wide commitment to change; and attention to detail ensure successful implementation.

Services Awareness materials (literature and video tape) are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff is available to attend out-of-state awareness meetings. Adoption services include in-service training for on-site Building Program Coordinator, preferably at summer National Leadership Institute in Seattle*; training for entire coaching staff and selected student trainers at adoption site (approx. 20-30)*; system materials, manuals, recordkeeping forms, guidelines and protcols; athletic program needs assessment report; evaluative services including injury data analysis, sideline safety observation reports; technical assistance and consultation as needed. Cost breakdown available upon request. *Three college credits are available for each course through the University of Washington.

Contact **Stephen G. Rice M.D.; Athletic Health Care System; Division of Sports Medicine GB-15; University of Washington; Seattle, WA 98195. (206) 543-1550 or 324-5116.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-37 (7/21/82)
Recertified (5/1/87)

CASPAR (Cambridge and Somerville Program for Alcoholism Rehabilitation) Alcohol Education Progam. A curriculum to improve attitudes and cognitive knowledge related to alcohol and alcoholism.

Audience Approved by JDRP for all students in grades 7-12. This program has also been used with elementary and alternative school audiences.

Description Sociological studies of ethnic groups with high and low rates of alcoholism confirm the apparent transmission of drinking attitudes and behavior along family and cultural lines and link the incidence of alcoholism to the way in which children are acculturated to alcohol. In contrast to views of alcoholism based exclusively on psychological or physiological determinants, these studies suggest that alcohol use and abuse are learned behaviors and that attitudes toward drinking are prime factors in the development of alcoholism.

The Decisions About Drinking curriculum has units for elementary grades K-3 and 3-6, junior high grades 7-9, and senior high grades 10-12. Each unit has sequential modules for each grade level which follow a spiral pattern, repeating similar concepts in progressively greater depth. Each module is designed for seven to ten 45-minute teaching periods, with flexibility for expansion or contraction to a minimum of five teaching periods. Alcohol use and decision-making are covered during the first six or seven periods, with alcoholism covered only during the last one to three periods, when children who are experiencing family problems will be more ready to accept this information. The curriculum emphasizes high student involvement through participatory activities such as debates, role plays, polls, drawings, and small group discussions. Activities focus on real life issues and situations, and convey repeated and consistent messages about responsible decision making in relation to alcohol use. Trained teachers using the CASPAR model can produce classroom situations in which many children will exhibit atypical behavior, signalling their distress over alcohol-related concerns. At this point, the teacher can discuss problems with the students and refer them to appropriate community agencies. Besides facilitating referrals, evaluation evidence from a number of sites indicates that proper implementation increases knowledge and affects attitudes, and that these changes remain for at least a year. Published evidence also suggests that repeated exposure may decrease rates of problem drinking.

CASPAR has published a drug curriculum, *Learning About Drugs* (K-6) to be used in conjunciton with its alcohol curricula. It includes participatory activities, age-appropriate information, and a non-use message.

Requirements Teacher training consists of a 18-hour workshop. It is desirable to have an additional day as follow-up; the curriculum should be tried out in a 2-3 week interval before the follow-up session. Purchase of curriculum manuals (one per school) and resource materials is required. Although films which can be purchased or rented are featured in the curriculum, they are not required. For each curriculum activity based on a film, an alternative activity is provided. The program can be implemented by one teacher or by a total school district. No personnel or facilities are required.

Services The K-3 *Learning About Alcohol* curriculum costs $75. The 3-12 *Decisions About Drinking* curriculum costs $125. The K-6 *Learning About Drugs* curriculum costs $95. Most consumables for classes can be copied from these manuals. Awareness materials are availabe at no cost. Project staff is available to attend awareness meetings, with adopter to bear costs. Workshops at project site (offered in January and July) cost approximately $300 per participant. Workshops at adopter site cost $2,000 (plus travel and expenses) for a maximum of 15 participants.

Contact **Ruth B. Davis, Ph.D., Director; Priscilla J.G. Quirk, M.Ed., Assistant Director; CASPAR Alcohol Education Program; 226 Highland Avenue; Somerville, MA 02143. (617) 623-2080.**

Developmental Funding:

JDRP No. 82-42 (10/28/82)

Choice. A cancer prevention program for students grades K-12.

Project CHOICE
a curriculum in cancer prevention

Audience Students grades K-12.

Description Project CHOICE is a cancer prevention and risk-reduction curriculum for students in grades K-12. The program lessons are taught during a two-week time period at each grade level.

The Project CHOICE curriculum consists of comprehensive, sequential units which promote three primary learning goals: 1) Students will learn cancer information and components of cancer risk; 2) Students will learn a rational process of information evaluation and decision making; 3) Students will assume the locus of responsibility for behaviors leading to cancer risk-reduction and wellness.

The curriculum kits include original filmstrips, experiments, decision-making scenarios, group work, classroom reports, debates and discussions. The overall program emphasis is on positive health promotion, personal responsibility for health, the role of health professionals, and an understanding of risk and risk-reduction concept. The lesson themes attempt to replace a fear of cancer with a positive and active approach to maintaining health. At different grade levels the units deal with seven broad areas of cancer risk: Host Factors; Drugs—including alcohol and tobacco; Occupational Hazards; Stress; Environmental Factors—including radiation exposure; Nutrition; and Sun Exposure.

Not all cancers can or will be eliminated by cancer risk-reduction practices; therefore students are taught to understand and recognize cancer warning signs, methods of early detection, appropriate treatment, and unproven methods of cancer treatment. By developing their own personal cancer risk-reduction plans, students enhance their awareness of their own responsibility for their health. Teachers are provided with complete lesson plans, student learning objectives, a *Cancer Resource Guide* with information that corresponds to lesson content, and all teaching materials.

Requirements Adopting districts are required to take part in a one-day inservice training. The gathering of evaluation data by adoptors is optional.

Costs K-12 kits include all materials and teacher resource guides at approximately $35-$145 a grade level, or approximately $815.00 for a K-12 set.

Services Project staff is prepared to provide awareness, training, and follow up. Travel expenses will be negotiated with adopting districts. Sample kits are available for preview. Contact Project CHOICE Staff for details.

Contact **Sarah Miller, Project Director; Project Choice; Fred Hutchinson Cancer Research Center; 1124 Columbia Street; Seattle, WA 98104. (206) 467-4679.**

Developmental Funding: National Cancer Inst.

JDRP No. 83-18 (3/8/83)

Every Child a Winner with Physical Education. A developmentally appropriate physical education program which improves fitness, motor skill, and contributes to improved self-esteem and academic success for all children regardless of physical or mental ability.

EVERY CHILD
A WINNER

Audience Originally approved by JDRP for students grades K-6, reapproved 1985 by JDRP for grades 1-3. Components for grades 4-6 are still available and active.

Description The program is designed to enhance critical-thinking and problem-solving skills, self discipline, and concepts related to academic success, while also improving fitness and motor skills. Field tested since 1970, the program design uses an innovative, individualized movement approach to help at-risk students overcome developmental lags which hinder success. It has a practical, proven, step-by-step plan of installation at school sites, field tested lesson plans, and training materials. Physical educators, classroom teachers, administrators, and parents report positive student gains in self-discipline, creativity and problem-solving skills, sequencing, and vocabulary improvement, as well as improved fitness, motor skill and self-esteem. The program uses the concepts of space awareness, body awareness, qualities of movement and relationships as the basis for child designed games, child designed gymnastics sequences, and child designed dance. Competition is handled developmentally and appropriately in child originated games. The discovery/learning/teaching method is used, as children are encouraged to reach their personal potential. Winning in the *Every Child A Winner* program is achieved as each child does his or her best.

Training is designed to help classroom teachers, special educators and physical educators implement the program. Phase I Training includes an accountability model for program implementation, teaching techniques for movement lessons, and training in program and fitness evaluation. Phase II Training (Continuation) provides more indepth training and assistance in upper grade implementation. the program should be implemented first in K-3, with a plan for expanding to K-6.

Limited funds prevented a study of program effects on grades 4-6 in 1983. Therefore, JDRP reapproval covered only grades 1-3. However, the program has been successfully implemented in grades K-6 since 1974 in over 5,000 schools in 50 states, the Virgin Islands, and Canada. An evaluation (1983) involving a random sample of 3,800 students, pre- and post-testing using the Washington State Fitness Test indicated significant gains (grades 1-3) in total fitness measures using a factor score composite.

Requirements Program conducted by certified teachers. Pupil-teacher ratio 30:1. Training essential. Facilities needed are a multipurpose room or indoor area large enough for participation, as well as outdoor space to conduct lessons. A list of equipment, resource books, and training materials needed are available from the project.

Services Awareness materials are available at no cost. Visitors are welcome at demonstration sites in home state and out-of-state. Training may be conducted at project site or adopter site. Project staff is available for awareness and technical training, implementation and followup services.

Contact **Martha F. Owens; Every Child a Winner; Educational Excellence, Inc.; P.O. Box 141; Ocilla, GA 31774. (912) 468-7098.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-60 (6/6/74)
Recertified (2/85)

Growing Healthy. A comprehensive health education program designed to foster student competencies to make decisions enhancing their health and lives.

Audience Approved by JDRP for students of all abilities, grades K-7.

Description *Growing Healthy* includes a planned sequential curriculum, a variety of teaching methods, a teacher training program, and strategies for eliciting community support for school health education. It involves students, teachers, educational administrators, other school staff, community health personnel, and the families of participating students. Through group and individual activities, children learn about themselves by learning about their bodies. There is one 8-12 week unit for grades K through 6 and a semester course for grade 7. Each grade studies a separate unit specifically designed for that age group. The units include an introduction of the five senses, feelings, caring for health, and general health habits; the senses of taste, touch, and smell and their roles in communicating health information; the emotions and communication methods with regard to sight and hearing; the skeletal and muscular systems; the digestive system; the respiratory system; the circulatory system; and the nervous system. Throughout all grades, health information about safety, nutrition, environment, drugs and alcohol, hygiene, fitness, mental health, disease prevention, consumer health wellness, and life style is explored and reinforced. Access to a variety of stimulating learning resources, including audiovisuals, models, community health workers, and reading materials, is abundantly provided. The curriculum is designed to integrate with the lives and personality development of children by providing situations in which they may assume responsibility, research ideas, share knowledge, discuss values, make decisions, and create activities to illustrate their comprehension and internalization of concepts, attitudes, and feelings. The curriculum has been developed to enhance other school subjects such as reading, writing, arithmetic, physical education, science, and the creative arts. As teachers become familiar with the subject matter during training, they simultaneously learn teaching arts and teaching methods. The teacher uses a learning center approach, which allows children to move about the room, explore resources, and work together in groups. Twenty-four separate studies were completed between 1964 and 1978 to ascertain effectiveness. A recent review and synthesis of these studies indicates that *Growing Healthy* was effective in increasing health-related knowledge and providing positive health-related attitudes.

Requirements *Growing Healthy* requires a school team comprised of two classroom teachers, the principal, and one or more curriculum support persons to receive training in the grade level being adopted; utilize *Growing Healthy* teaching materials; involve school administrators, parents, and representatives of community health organizations in the project; and offer a *Growing Healthy* training workshop for others after the first year.

Services Awareness materials are available at no cost. A Project Facilitator has been appointed in each state to supply information and assistance. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff is available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at project site (all expenses must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated). Teacher training becomes cost effective when shared by several school districts. Non-consumable instructional materials can be shared by 4-5 teachers on a grade level as well as several buildings within a school district. There are minimal instructional costs per grade level. Contact the National Center for Health Education.

Contact **Stephanie Lederman, Director; School Health Programs, National Center for Health Education; 30 East 29 Street, New York, NY 10016. (212) 689-1886.**

Developmental Funding: HEW: U.S. Pub. Health Ser.

Grades K-3 JDRP No. 80-6 (5/23/80) Recertified (12/12/84)
Grades 5-7 JDRP No. 79-14 (5/8/79) Recertified (3/1/85)

Have a Healthy Heart (HHH). A heart health curriculum and aerobic fitness program for regular classroom, physical education, science, and health teachers and their students.

Audience Approved by JDRP for students in grades 4-6. Additional components are offerred and available for grades 7 through 8.

Description There is evidence to suggest that several factors associated with heart disease are related to habits acquired in childhood. The developers of this program assume that educating children about such relationships and teaching them health-promoting habits have great potential for reducing the impact of heart disease. Conducted either within the regular classroom or as part of a physical education, science or health period, this supplemental health course consists of separate fitness and lifestyle units, each with its own set of student materials. Developed in cooperation with sports medicine physicians and members of the American Heart Association's Heart, Health, and the Young Committee, the Fitness Book (third-grade readability level) contains information on setting up and maintaining a personal aerobic fitness program. Developed in cooperation with cardiologists, biomedical researchers and dieticians, the Lifestyle Booklet (fourth-grade readability level) conveys information on the effects of smoking, overweight, stress, heredity, exercise, cholesterol and hypertension on heart disease. Skillpaks containing mazes, puzzles, word scrambles, quizzes, and other activities reinforce concepts taught in the two student booklets. Student materials are used in the classroom for approximately 30 minutes two or three times a week. Students also participate in an aerobic fitness program. (No medical release was required for participating students at the project site. Local physicians determined that students healthy enough to take part in school physical educationprogram activities could participate without risk.) They perform aerobic exercise at their target rate for approximately 20 minutes three times a week. Teachers supervise and participate in all student activities. Project-developed teacher materials include a teacher's manual, a fitness program kit, four videotapes, and resource/enrichment packets.

Evidence Of Effectiveness Six school districts participated in the pilot and field test of *Have A Healthy Heart*. Gains for all groups on the project tests were significant at the p .001 level.

Requirements *Have a Healthy Heart* can be implemented in regular classrooms, science or health classes, physical education programs, or a combination of all of the above. No special materials are required. Participants should come to the workshop prepared to do aerobic dance, dissect beef hearts, and make smoking machines. Running shoes should also be worn.

Costs The cost for a one-day training workshop and required materials is $125 per participant. Materials include the following: An implementation manual, fitness and lifestyle tests, beef heart dissection packet, smoking machine packet, relaxation packet, Fitness booklet, Lifestyle booklet, Heart Test booklet, student booklet skillpaks, sweatbands, heart decal, HHH button, and a HHH t-shirt.

Services Awareness materials are available at no cost. Training is usually conducted at a regional site. Follow-up services are available.

Contact **Sherry Avena; Have a Healthy Heart; 4095 173rd Place, S.E.; Bellevue, WA 98008. (206) 746-0331.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 80-38 (12/9/80)
Recertified (1/85)

Know Your Body (KYB): Child Health Promotion Curriculum. A program to empower children with the knowledge, attitude, and skills necessary to implement positive health decisions concerning nutrition, drug use, smoking, exercise, dental care, accident prevention, and self-management.

Audience Approved by PEP for students in grades 1-3 (Juno's Journeys component) and grades 4-6 (Know Your Body component).

Description The *Know Your Body* (KYB) curriculum has two components: Juno's Journeys (grades 1-3) and Know Your Body (grades 4-6). Juno's Journeys uses a core group of characters to serve as models of positive behavior. Behavioral goals are geared to outcomes that this age group can realistically change, such as breakfast and snack choices and asking adults not to smoke in their presence. This program features student workbooks and readers, teacher manuals, song tapes, posters, parent newsletters, games, and flash cards.

Know Your Body is a multi-segment health promotion program for grades 4-6 which focuses on skills training and decision-making and the involvement of family and community. The KYB materials include student workbooks, student activity books, teachers' guides, posters, and parent newsletters. Elements of KYB include behavioral rehearsal, goal specification, diary keeping, self-monitoring, stress management, assertiveness training, peer resistance, and communication skills. KYB stresses individual responsibility for health and provides the basis for a life-long awareness of disease preventing and health promoting habits.

An integral component of both Juno's Journeys and KYB is an annual biomedical screening which measures height/weight, blood pressure, cholesterol, and exercise fitness level.

Both programs are taught one or two times a week for an average of 30-40 minutes per lesson.

Evidence of Effectiveness The results of two longitudinal evaluations demonstrated that the KYB/Juno's Journeys curricula have significant positive effects on students' health-related knowledge, behavior, and biomedical risk factors. Students receiving KYB showed significant favorable changes in health knowledge, serum cholesterol, physical endurance, smoking, and diet.

Requirements Classroom teachers participate in a one- to two-day in-service training. Typically, a KYB coordinator is established within a school system. The cooperation of teachers, administrators, school food service personnel, and parents is key to the success of the program, as well as the involvement of local health volunteers, hospitals, and physicians.

Costs Estimated cost for one year for 500 students in grades 1-6 is $11,000.

Services A general information packet which includes a sample text is available for $3. Program materials include workbooks, readers, teacher's guides. The Know Your Body staff assists the local coordinator in the first year conducting teacher training, health screening, and program evaluation.

Contract **Ken Resnicow, Donna Cross, and Lisa Cohn, The American Health Foundation, 320 East 43rd Street, New York, NY 10017. (212) 953-1900**

Developmental funding: National Heart Lung and Blood Institute and National Cancer Society, W.K. Kellogg Foundation.

PEP No. 89-1 (3/24/89)

Me-Me Drug & Alcohol Prevention Education Program. A multi-disciplinary prevention program for classroom teachers that help improve students' self-concept and teaches them to say NO to drugs.

Audience Approved by JDRP for all students in grades 1-6 and has been adapted for use with kindergarten level students.

Description *Believe In Me* is the heart of the *Me-Me Program* which was developed to improve those conditions which are found to be present in most young people who have abused drugs and alcohol. Research has shown that most young people who abuse drugs have poor self-concepts and lack the skills necessary to make **good** decisions. The *Me-Me Program* is based on the premise that if these conditions can be improved early in a child's life, the child will be less likely to turn to drugs later on. Drug information is presented to children according to their grade and knowledge level about drugs. In addition, children learn about MR. YUK; who is qualified to give them medicines; the differences between prescription and over-the-counter medicines; and the effects of alcohol, caffeine, and nicotine.

The program is designed to be used an hour a week by classroom teachers and is easily incorporated into most areas of the curriculum. The program works best when all classroom teachers from a school are implementing the program. Exceptions to this must be approved by the Project Director.

Pre-/post-tests were administered to experimental and control groups with matching socio-economic and geographic backgrounds and ability levels. The program has shown to increase students' self-concepts, their ability to make good decisions, and their factual information about drugs which are relative to their grade levels. In addition, several school districts are reporting less drug use among high school students who had participated in the *Me-Me Program* during their elementary level years.

A recent addition to the program is a parent component which encourages involvement in activities, regular meetings, and continuous feedback.

Each participating teacher needs a set of manuals which include either the *Primary Level Manual & Drug Information Manual* or the *Intermediate Level Manual & Drug Information Manual* which cost $39. a set. The *Kindergarten Manual* costs $12. Included in the *Drug Information Manual* are 16 pages of general information about drugs for teachers' own information. The curriculum contains approximately 100 different activities for each grade level. Revisions are made in the curriculum regularly based on teacher feedback. **New editions of the manuals were published in August 1987. A new curriculum will be available in the spring of 1990.**

Requirements All teachers participating in the program must attend a six-hour training session. It is highly recommended that principals from the adopter schools also attend the training session. The program is best suited for adoption in school districts who are looking for a structured program that assures regular use by teachers.

Services General information about the program is available at no cost. A fifteen-minute filmstrip/tape is available on loan. *Sample Packets* are available at $10 per packet. Visitors are welcome by appointment at demonstration sites. Project staff is available to conduct awareness sessions (costs to be negotiated). Training is conducted only at adopter site (all expenses must be paid, including travel, lodging, meals, and material costs). Schools can apply for Drug-Free School monies to cover program expenses. Monitoring of program implementation is done throughout the first year by project staff.

Contact **Artie Kearney, Ph.D., Executive Director; ME-ME Inc.; 426 W. College Ave.; Appleton, WI 54911. (414) 735-0114**

Developmental Funding: USOE ESEA Title III

JDRP No. 75-47 (5/15/75)

Ombudsman. A school-based semester-long drug education/primary prevention program.

Audience Approved by JDRP for students of all abilities, grades 5-6. This program has been used in other settings with grades 7-8.

Description *Ombudsman* is a structured course designed to reduce certain psychological and attitudinal states closely related to drug use. In several specific activities *Ombudsman* emphasizes information about drugs, and some drug topics are included for discussion as part of other exercises. The course has three major phases. The first phase focuses on self-awareness and includes a series of exercises permitting students to gain a wider understanding and appreciation of their values as autonomous individuals. The second phase teaches group skills and provides students with an opportunity to develop communication, decision-making, and problem-solving techniques that can be applied in the immediate class situation as well as in other important group contexts such as with family and peers. The third phase is in many ways the most important: the class uses the insights and skills gained during the first two phases to plan and carry out a project within the community or school. During this phase, students have an opportunity to experience the excitement and satisfaction of reaching out to others in a creative and constructive way. The program is usually presented to a given classroom of students twice a week (1 hour per session).

Requirements The program can be conducted by classroom teachers or other professional or school personnel. Training takes place at the adoption site or the project site. Twelve to 24 participants from one or more school districts participate in the 3-day training.

Costs One *Ombudsman* teacher's manual must be purchased for each trainee. The 3-day training fee is $1100. Evaluation service is also available from The Drug Education Center. The Student Attitudial Inventory is used to evaluate the *Ombudsman* program.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff is available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project site (all expenses must be paid including cost of training materials). Training is also conducted at adopter site (all expenses must be paid including cost of training materials). Follow-up services are available to adopters (all expenses must be paid).

Contact **Helen Harrill, Training Coordinator; The Drug Education Center; 500 E. Morehead; Charlotte, NC 28202. (704) 375-3784.**

Developmental Funding: HEW: National Institute on Drug Abuse

JDRP No. 78-194 (6/12/79)
Recertified (1/85)

Physical Management (PM). Physical education designed to meet the needs of overweight students.

Audience Approved by the JDRP for overweight students, grades 10-12. The program has been used in other settings with grades 7, 8, and 9.

Description The *Physical Management Program* was developed to give overweight students grades 10-12, the knowledge and opportunity to interrupt the cycle of obesity and inactivity that prevents a fully healthy and effective lifestyle. More specifically, PM seeks to:

1. Set the stage for positive change by providing structured practice in social skills, assertiveness, and goal setting.
2. Provide practical nutrition education to students by teaching food group selections, portion control, and caloric density of foods.
3. Enable students to evaluate their physical condition and body composition, and to design a conditioning program for themselves based on the principles of exercise prescription.
4. Replace inappropriate eating and exercise habits which have led to obesity and poor physical condition.

Enrollees may earn either a required or elective physical education credit for their participation.

Participants (grades 10-12 in the *Physical Management Program*) have demonstrated significantly greater reductions ($p < .05$) in body weight and percentage of body fat, and significantly greater increases in levels of physical fitness ($p < .05$) than comparable nontreatment students (enrolled in standard Physical Education) when assessed by selected fitness and body composition measures.

Requirements *Physical Management* can be implemented in schools of any size with minimal cost and adaptation. Testing may be as extensive as the materials that are available within the school. The minimum requirements are a balance beam scale, a set of skinfold calipers, a stopwatch, and a personality assessment instrument. Instructional materials, test protocols, curriculum guides, resource bibliography, and recordkeeping guidelines are included in the program training manual (provided in training workshops). No new staff or special facilities are required.

Services A complimentary awareness packet and a 15-minute video presentation of an existing program with administrator, parent, and student interviews ($15 rental fee) are available. Project staff is available to attend awareness meetings (cost to be paid by host). Two-day training workshops are provided at the adopter site by project staff (costs to be paid by adopter). Follow-up services are also available to adopter sites (costs to be paid by adopter). Visitors are welcome at demonstration sites by appointment.

Contact **Eileen Solberg, Project Director, Physical Management Project, P.O. Box 891, Billings, MT 59103; (406) 252-4822.**

Developmental Funding: ESEA Title IV-C

JDRP No. 84-3 (3/13/84)

San Jose Nutrition Education Project (SJNEP)—Nutrition Through Science. A teacher training program designed to train young children in the science of nutrition while reinforcing regular classroom subjects, especially science.

Audience Approved by JDRP for all students grades K-4.

Description The major goal of the program is to develop cognitive knowledge, foster positive food habits, and improve the overall nutritional status of children in kindergarten through fourth grade. A team approach involves teachers, food service staff members, parents, and students in promoting nutrition awareness through an articulated curriculum of lessons, activities, displays, games, and incentive awards. Workshops for teachers and food service staff focus on innovative teaching techniques to promote increased nutrition knowledge and better food consumption habits by students. Techniques include strategies for integrating nutrition education instruction in primary classrooms with regular classroom subjects and the school food service program. Curriculum guides are simple to use and include over 150 lessons each, plus information and teaching aids to encourage teacher participation. The curriculum is sequential and correlated with appropriate grade levels to allow teachers to individualize student instruction. Games have been designed as self-instructional tools or for small group instruction. Student worksheets are available in Spanish and English.

After training, teachers provide two nutrition education activities per week. Food service staff members implement a monthly cafeteria display which reinforces concepts taught in the classroom. Food service personnel also administer incentive awards to students who display positive behavior in the school lunchroom. Parents volunteer during classroom activities and receive monthly newletters that provide nutrition information, games and nutritious recipes.

From 1977-85, over 10,000 students grades K-4, were evaluated in their use of SJNEP using state-developed criterion-referenced tests and platewaste (consumption) studies. Project students achieved a 12-16% increase in cognitive knowledge. Plate waste studies demonstrated that project students increased consumption of all food on the school lunch, especially vegetables, salad, fruit, whole grain bread and milk.

Requirements A site coordinator implements and directs the adoption program at one or more sites. The coordinator may be an interested administrator, teacher, or health or nutrition professional. Teachers complete six hours of inservice training in nutrition principles, instructional materials, and program methodology. After inservice, teachers select, implement, and record two to three nutrition lessons per week and one food-related activity per month. Teachers assist in evaluation of program. Food service staff participate in at least one hour of inservice; the six hour workshop is highly recommended.

Services Awareness materials are available at no cost. Arrangements can be made, if given advance notice, for visitors to observe the program in use in various settings. Project personnel is available to attend out-of-state awareness meetings. Training is conducted at the project site or at the adopter site. Implementation, follow-up, and evaluation services are available to adopters. Costs for all services available to be negotiated. Recommended minimum materials costs for each component of SJNEP are: Each teacher requires a curriculum guide at $35.00 and training materials at $8.00. Project developed instructional aides help enhance program activities and are recommended at approximately $100. Master copies of monthly parent newsletter are included with adoption of the program. The adopting district or school is to assume duplicating costs of the newsletter and pre/post testing materials.

Contact **Laura Fogleman, Project Director; San Jose Unified School District Food Division; 250 Stockton Ave.; San Jose, CA 95126. (408) 998-6032/6021.**

Developmental Funding: California State/USDA NET

JDRP No. 82-3 (2/17/82)
Recertified (9/85)

Social Decision Making and Problem Solving. A program that helps teachers facilitate the development and use of social decision making and problem solving skills in children and prevent substance abuse and related behavior difficulties.

Audience Approved by PEP for teachers, administrators, guidance and child study team staff, and parents of children in the elementary grades, both in regular and special education programs.

Description *Social Decision Making and Problem Solving* works by providing training to educators and parents who then pass on skills to children in self-control and group participation, the use of an eight-step social decision making strategy, and practical know-how regarding the use of these skills in real life and academic problem areas.

The program is curriculum-based and occurs in three phases: readiness (which targets self-control and group participation and social awareness skills), instructional (which teaches an eight-step social decision making strategy to students), and application (in which children are taught to use skills in real life interpersonal and academic situations).

The primary objective is to teach children a set of heuristic social decision making and problem solving thinking steps. Lessons are given to groups of children and are conducted on a regular basis by the classroom teacher. Extensive guided practice is built into most lessons and videotapes are used to provide skill modeling and hypothetical situations. Facilitative questioning and dialoguing stimulates integration of the techniques, and cooperative group projects and writing assignments further advance that process.

Evidence of Effectiveness In pilot tests and evaluations of the program over a ten year period, teachers, following training, were found to improve their ability to facilitate children's social decision making and problem solving. children receiving the program improved their social decision making and problem solving skills relative to control groups. Students also showed more prosocial behavior in school and greater ability to cope with stress upon transition to middle school, when compared to controls. Students followed up in high school showed high levels of positive, prosocial behavior and decreased anti-social, self-destructive and social disordered behavior compared to controls.

Requirements An individual practitioner--teacher, health educator, guidance counselor, school psychologist, social worker--can be prepared to implement the program. At the building or district level, training is provided to site leadership teams consisting of representatives from district and building administration, guidance, special education, substance abuse counselors, teachers, and parents, as appropriate.

Costs Costs in the installation year include training, curriculum materials, and on-site and telephone consultation. Exclusive of travel expenses, base cost is approximately $2,100 per district. Subsequent year costs can be estimated at $21 per student with a $550 minimum.

Services Staff provide a two to three day training program for teachers, administrators, guidance and child study team staff and parent leaders. The program also works with local staff to implement programs in subsequent years. Workshops at our site for interested individuals cost approximately $225 for two days of training in school-based applications and $75 for a third day focusing on working with parents, including materials and follow-up contacts.

Contact **Maurice J. Elias, Department of Psychology, Rutgers University, New Brunswick, NJ 08903, (201) 932-2444 or John Clabby, UMDNJ-CMHC at Piscataway, 240 Stelton Road, Piscataway, NJ 08854, (201) 463-4939.**

Developmental funding: National Institute of Mental Health, the William T. Grant Foundation, the Schumann Fund for New Jersey

PEP No. 89-16 (7/18/89)

Curriculum for Meeting Modern Problems (The New Model Me—2nd Edition). Designed to help students understand the causes and consequences of behavior. Approved by JDRP for all students in grades 9-12. Used as a course in itself or to supplement existing courses.

SECOND EDITION
THE NEW MODEL ME

Description *The New Model Me—2nd Edition* provides students with a basic understanding of why people behave as they do. It assists students in understanding the available alternatives for solving personal problems and the short- and long-term consequences of those alternatives. Dr. Ralph H. Ojemann's causal approach to behavior is the central theme of the 374-page student text. Young people increase their personal resources, improve their self-identity, and learn to make constructive choices in critical decision situations. The student text, which is reproduced in its entirety in the teacher's manual, includes the following units: *Human Behavior, Self-Identity, Controls, Decision Making*, and *Change: The New Model Me*. The second edition has retained the strenths of the first: a student-centered approach, emphasis on esteem-building, an attractive format, and a balance between structure and freedom for the teacher. Additional features include: integration of cognitive and affective domains, emphasis on enhancing reading skills, presentation of clear objectives, emphasis on key words and phrases, use of contemporary activities that are both personalized and integrated into the curriculum, ample opportunities for students to apply newly acquired knowledge, a balanced mix of text and visuals, and a practical teacher's manual containing a rich assortment of specially prepared materials to facilitate instruction. *The New Model Me—2nd Edition* fits well in social studies, language arts, health, home economics, psychology, orientation, vocational education, family living, special education, driver training, and a variety of programs for at-risk students.

Contact **John R. Rowe, Project Director; 15 Tuckaway Drive; Asheville, NC 28803. (704) 684-4543.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-73 (5/29/74)

PEOPEL: Physical Education Opportunity Program for Exceptional-Handicapped Learners. A success-oriented P.E. program featuring supervised peer-tutors (student aides) and individualized learning and instruction.

Audience Approved by JDRP for handicapped students and nonhandicapped peer tutors, grades 9-12. This program has also been adapted for use in middle and elementary schools.

Description Project PEOPEL was developed to help schools meet the needs of both handicapped (exceptional) and nonhandicapped students through peer tutoring in a success-oriented physical education experience. PEOPEL is designed for students who, because of some physical, mental, social, or emotional condition, will benefit more from an individualized program than from general physical education. Through individualized learning in physical education, students develop mental, social, emotional, and physical abilities at their own pace. The emphasis on the individualized learning of a variety of physical activities is made possible by utilizing peer-tutors, called PEOPEL Student Aides, who have completed a special training/orientation class and are under the direct supervision of the physical education teacher. This provides a one-to-one instruction ratio in a coeducational setting with up to 30 students per class (15 exceptional learners and 15 student aides). Each student experiences fun and daily success in a variety of individual, dual, or team activities. The organization of PEOPEL Teacher's Guide has 35 separate Units of Instruction, which were developed with task-analyzed performance objectives. Unit of Instruction Performance Objectives are included for history, basic rules, etiquette, terminology, safety, and skill progressions. Other PEOPEL materials are the *Administrative Guide* and *Student Aide* (peer-tutor) *Orientation Guide*.

Contact **Dan Arrendondo, Director; Project PEOPEL; Phoenix Union High School System; 2526 W. Osborn Rd.; Phoenix, AZ 85017. (602) 251-3867. Larry Irmer, Coordinator; 3839 West Camelback Rd.; Phoenix, AZ 85019. (602) 841-3124.**

Developmental Funding: USOE ESEA Titles III and IV-C.

JDRP No. 79-10 (3/28/79)

Sequential Physical Education Reform: The M-5 Project. A logical, sequential, self-directed program in physical education that fosters knowledge about P.E. and positive attitudes toward becoming and staying physically fit.

Audience Approved by JDRP for students of all abilities, grades K-6.

Description The project's mission is to give students and their teachers knowledge about physical education and positive attitudes toward becoming and staying physically fit. Activities are built around major skill areas through the use of a variety of techniques that include specially designed learning centers and individualized learning activities.

The program endeavors to enable each child to develop physically, emotionally, socially, and mentally through the medium of physical activity. At the beginning of each school year students are requested to complete a health appraisal form which aids teachers in recommending individual programs. As soon as the forms are returned, physical fitness testing begins, with each child being tested on the following skills: bench push-ups, curl-ups, squat-jumps, standing broad-jump, and the 30-yard dash. After testing, skill level needs are determined and the M-5 program begins.

All students visit six movement activity centers two days a week for approximately five minutes. The centers are designed to develop fitness and movement skills through sequential activities from lower to higher levels. As skills are developed, students progress to the next higher skill level, which allows students to gain the foundations needed in a logical and sequential manner. One day a week is spent in self-testing to determine improvement, the remaining two days in movement motivators: bean-bag activities, group and creative games, gymnastics, hoop activities, parachute activities, and yarn-ball activities. In addition, students are encouraged to be self-directive and to develop interest and proficiency in worthwhile recreational activities. It is expected that through this effort students will develop physically, emotionally, socially, and mentally as they engage daily in physical education.

Contact **Carolyn M. Morphy, Director; McBee Institute of Creative Education, Inc.; P.O. Box 1315; Marion, NC 28752-1315. (704) 756-4871.**

Developmental Funding: USOE ESEA Title IV-C JDRP No. 78-172 (5/13/78)

SECTION L: Preservice/Inservice Training

California Migrant Teacher Assistant Corps: California Mini-Corps L-1
*Effective Use of Time in Secondary Reading Classes L-2
*Impact II L-3
*Inservice L-4
Intercept L-5
Learncycle: Responsive Teaching L-6
*Learning to Teach in Inner-City Schools L-7
*SITE: Successful Inservice Through Turnkey Education L-8
Teaching Research Inservice Training L-9

** Projects currently funded by the NDN*

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
EUOT	L-2	✔		✔	✔	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	CA,OR,WA,CO, MO,MS,TN,GA, NC,VA,DC, IL,VT,TX,OH,MI, KY	3+
Impact II	L-3	✔		NEG			✔	✔	✔	✔			✔	✔	NEG	NEG	NEG	CA,NY,TX,OR,MS,MA,CT	2
Inservice	L-4	✔			✔			✔	✔	✔		✔		✔	✔	✔	✔	None	2
Intercept	L-5				✔	✔	✔		✔	✔			✔	✔	✔	✔	✔	None	3+
Learncycle	L-6			✔	✔	✔			✔				✔	✔	✔	✔	✔	WA	2 to 3
SITE	L-8	✔			✔	✔		✔	✔	✔				✔	✔	✔	✔	CT,HI,CA,CO, ID,OK,OR, NM	3+
TRDBIT	L-9			✔	✔	✔	✔		✔	✔			✔	✔	✔	✔	✔	None	2

California Migrant Teacher Assistant Corps: California Mini-Corps. A program designed to supply cross-cultural tutorial services to school districts and to train a pool of bilingual, cross-cultural teachers.

Audience Approved by JDRP for consortia of universities, state or county offices of education, and school districts wanting to implement bilingual, cross-cultural teacher-training practicums.

Description The California Mini-Corps is an education management system that recruits the offspring of migratory farm workers, helps them to enroll in college, trains them to provide direct instruction services to active migrant pupils, and ultimately increases the pool of professional educators who are specially trained, experienced, and committed to working with migrant children. From a modest beginning in 1967, when 14 Mini-Corps students worked as teacher assistants in two school districts, the program now fields about 330 Mini-Corps students per year in summer and school-year placements in 84 school districts in California.

Candidates for the program are recruited from the ranks of graduating high school seniors and college students who are former migrants.

Training sessions for the Mini-Corps are held in summer immediately following the end of the spring semester or quarter. At these institutes, Mini-Corps teacher assistants are trained in tutorial skills for the areas of cultural awareness, math, English as a second language, reading, classroom management, physical education, swimming, and language arts.

The program maintains permanent records on all of its students, including personal profiles, past performance ratings, inventories of skills, language proficiency scores (English and Spanish), college courses and grades, and work experience. Thus, it is possible to match the background of the student with the needs of the school district to which he or she is assigned. All Mini-Corps students are placed under the direct supervision of a "master teacher" who is provided with a complete student profile and manual describing appropriate use of the student in the classroom.

Since 1967 Mini-Corps has developed a coordinated set of administrative handbooks, recruitment aids, curriculum guides, student training materials, and evaluation instruments.

Requirements Adoption requires a consortium of universities or colleges offering teacher training in bilingual education with elementary and secondary emphasis; a state, county, or regional education agency willing to manage the program, and a district to supervise the teachers in group activities with migrant or other bilingual children. Consortium must provide technical assistance and pre-service under auspices of Mini-Corps, recruit and train teacher assistants and supervisors, and assign teacher assistants to migrant and/or bilingual children.

Costs Program could be supported through Migrant Education, other Chapter I funding, or other public or private foundations. Estimates for 1978 were $3,450 for technical assistance package and $62,580 for a program of full-time supervision and 20 teacher assistants serving 400 full-time equivalent pupils. Cost per learner, $83.44 for 10-month school year. Cost for summer school program approximately 60% less. Costs may be reduced substantially by negotiation with colleges for work-study funds.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter.

Contact **Herbert C. White, Director of California Mini-Corps; or Joseph P. Rice, Director of NDN Developer/Demonstrator Project; 1859 Bird St.; Oroville, CA 95965. (916) 534-4430.**

Developmental Funding: USOE Title I (Migrant)

JDRP No. 78-196 (11/17/78)

Effective Use Of Time In Secondary Reading Classes (formerly the Process of Teaching Basic Reading Skills in Secondary Schools).

Inservice workshops to help secondary and middle school teachers and students use time effectively in reading classes.

Audience Approved by JDRP for teachers in secondary and middle schools, grades 4-12, and apprentices from school districts, teacher centers, regional educational labs, and state departments of education.

Description Research findings gathered from secondary classrooms where basic reading was being taught were used to identify processes specifically related to reading gain. Based on these findings, the project developed seven 2 1/2 hour teacher workshops. The first presents an overview of the research findings, which are interpreted for their relevance to basic teaching skills, and teachers are given individual profiles, prepared from observations conducted in their classrooms. Teachers develop goals for changes in their instructional behavior. The second workshop focuses on ways of organizing or structuring classroom activities and efficient management of time. The third workshop provides recommendations for student motivation and behavior management. The fourth workshop develops higher order thinking skills, and question-asking activities. The fifth workshop focuses on lesson design and reading to learn. At semester's end, teacher observations are conducted to determine whether goals have been met. New profiles are prepared so that changes in teacher behavior may be examined and new goals set. Workshop sessions are conducted one week apart, generally between 3:30 and 6:00 p.m. Groups are limited to seven. Workshop materials include research findings, practical ideas, exercises to use in the classroom and two peer observation instruments. Teachers make commitments about what they will try tomorrow based on their unique situation, e.g., class size, room, students and school policies.

Requirements Teachers must be trained by a certified trainer. Local observers must be trained to collect reliable data for teacher observation profiles. Profiles must be generated from optical scan forms. Local certified trainers can be developed by attending a two week intensive course at the University of Houston in June with follow up in the fall. Adopter pays for all costs of travel and per diem of their local trainee. The training provided is free. A district can hire a certified trainer on site. Teachers must be observed before and after the training to see how much instructional behavior change occurred. Teachers must conduct two peer observations to learn about patterns of interaction and students' off task behavior.

Services Single sets of awareness materials are available. Certified trainers are available to attend out-of-state awareness meetings if expenses are paid. An awareness video tape is available for review. Adopters may hire certified trainers to provide training. Adopters pay per diem, travel and honorarium. Certified trainers are available in the following states: California, Oregon, Washington, Colorado, Missouri, Mississippi, Tennessee, Georgia, North Carolina, Virginia, Washington D.C., Illinois, Vermont, Texas, Ohio, Michigan and Kentucky.

Contact **Jane Stallings; Curriculum & Instruction Department, University of Houston, Houston, TX 77204-5872. (713) 749-3575.**

Developmental Funding: NIE, State, Local

JDRP No. 79-41 (12/19/79)
Recertified (1/85)

IMPACT II. A model program for disseminating teacher-developed, classroom-based programs for the improvement of instruction.

Audience All teachers in a school system that have adopted the IMPACT II model.

Description With the philosophy that many successful projects start in the classroom, IMPACT II works to improve instruction, facilitate collegiality, and retain good teachers by disseminating exemplary practices from teacher to teacher and across sites.

The IMPACT II model includes two types of financial awards provided directly to teachers. A Disseminator Grant supports creative effective classroom-based projects, and assists teachers in refining and disseminating the projects to other teachers. An Adaptor Grant made to teachers who wish to adapt the projects made available through disseminator teachers. Adaptations are made across grade levels, subject areas, and school and district lines.

In each IMPACT II site, a review committee (primarily consisting of teachers) determines who will receive grant awards, and site staff coordinates dissemination and recognition activities. The staff helps local teachers develop their dissemination and presentation skills.

The average participating teacher talked to 43 other teachers about their exemplary project in the course of a year. Also, after a year with IMPACT II, teachers were almost twice as likely to change their teaching approach from large group presentations to small group, individualized, independent, interdisciplinary, or student-directed instruction. IMPACT II increased the sense of collegiality among teachers and self-esteem as a teacher based on quantitative and qualitative evaluations of teacher attitudes.

Requirements User school districts, teacher centers, education foundations, states, or consortia of school districts must have a minimum of 2,000 teachers, the critical number for maintaining and expanding a vital network. Superintendents and principals must supply release time for teachers to participate in interschool visits, workshops, and other networking activities. The program should include the basic model of disseminator and adaptor grant awards, the catalog of teacher-developed projects, and activities such as workshops and recognition ceremonies. Local program staff must include a coordinator and a secretary. Existing staff members may be reassigned to these positions.

Services The six-month planning portion of IMPACT II costs about $6,000. Program costs recur from year to year and vary according to size of the teacher population. A typical small size program costs about $88,500 per year, a large program (such as statewide) $130,000 - $200,000 per year. The total budget includes personnel costs.

Awareness materials are available at no cost. Project staff is available for awareness presentations and training, with all costs negotiable.

Contact **Ellen Dempsey, Executive Director, IMPACT II Inc., 285 West Broadway, New York, NY 10013; (212) 966-5582.**

Developmental Funding: Exxon Education Foundation,
New York City Board of Education, other foundations

JDRP No. 87-15 (4/30/87)

Inservice (a Positive Attitude Toward Learning (PATL)) is a comprehensive teacher inservice training program which directly links the enhancement of teaching skills through classroom-based inservice training to significant improvement in student academic achievement. The teaching skills are addressed to many of the findings of the effective schools research.

Audience Approved by JDRP for K-12 students as a means to improve school climate, school effectiveness, and student achievement and attitude.

Description Project Inservice identified 15 teaching competencies which have proven effective in enhancing student learning. Change occurs through the use of classroom-based inservice training kits. Four interrelated kits were developed. Each kit contains four to six of the competencies. Learning activities are designed to assist the teacher in fine tuning his/her use of each of the competencies. Project INSERVICE is implemented in the classroom by each participating teacher. A fellow teacher or other school person functions as Kit Advisor and facilitator. Activities facilitated by the Kit Advisor include small group discussions, classroom activities, and the provision of feedback to the teacher in completing a kit. Kit Advisors, minimum two per building, are trained to assist teachers working through the kits. Kit completion requires 20 hours of teacher time over a three- or four-month period. Completion of all four kits requires approximately two years.

Processes of Learning Kit provides the teacher with techniques for eliciting high order thinking and for alternative teaching strategies which promote greater use of thinking abilities. *Classroom Communication and Management Kit* provides a Communication Model developed around the concepts of warmth, respectful treatment, and clearly defined limits of behavior including moderately high positive expectations. Students learn decision making as well as responsibility for their own behavior. *Active Involvement Kit* provides a mechanism for direct involvement in learning activities resulting in a more positive attitude toward self and school. Time on task is enhanced through classroom group discussion, small group learning, and other learning activities. *Individualized Instruction Kit* provides instruction in developing objectives. Learning activities are identified for each objective, designed to assist the student in developing the skill or behavior called for in the objective. At this time 2,000 schools have implemented Project Inservice. Data indicates a significant improvement in each of the following areas as a result of Project Implementation: reading, vocabulary, comprehension, verbal skills, respect for school and learning, teacher gratification and satisfaction, self-esteem.

Requirements Two to four days of training are provided for persons selected as inservice specialists or Kit Advisors. Each Kit Advisor can then work with 7-10 fellow teachers, if they can be released from approximately 10% of their duties. Follow-up after six months to one year is recommended.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project and demonstration sites. Project staff is available to attend out-of-state awareness demonstrations and to provide training. Follow-up services are available to adopters. Start-up cost is $500 plus $12 for each teacher to be trained. Operational costs consist of stipends for inservice specialists. Training costs for Kit Advisors include travel cost and per diem for one trainer plus $100 per day.

Contact **Jerry McCann, Director, Bethalto Unit #8 Schools; 322 E. Central; Bethalto, IL 62010. (618) 377-7213.**

Developmental Funding: USOE ESEA Title III

JDRP No. 75-26 (5/16/75)
Recertified (1/85)

Intercept. A positive program for intervention and remedy of students at-risk of suspension, truancy, drop-out, academic failure, and behavior problems.

Audience Approved by JDRP for students in grades 9-12 who are considered high risk due to chronic academic failure, disruptive behavior, truancy, suspension, and drop-out. Also used successfully for students in grades 4 through 8.

Description The basic premise of *Project Intercept* training is to restructure a school's teaching philosophies and to provide more effective techniques to deal with the at-risk student. The Intercept program is highly individualized and goals for each individual school are developed in concert with the participants of the project. Teachers, counselors, and administrators are trained as a team to approach all problems that affect at-risk students.

Project Intercept is a two-part program: one-half theoretical, one-half process. The program consists of a one week training by Intercept master trainers followed by weeklong visits throughout the year for on-line critiquing and demonstration teaching. One of the goals is to develop turn-key trainers for maintenance of the program at the original training site with possible expansion of the program to other schools in the system.

Overview of the Project Intercept program and its three phases:

- Phase I - Awareness - from initial contact through first visit by Project Intercept trainer to the target school to discuss problems, draw up a plan of action and a budget.
- Phase II - Selection and training of teachers who have volunteered to participate in the program. This five-day workshop covers the organization and background of the program, the latest developments in matching teaching and learning styles, structure (physical as of the classroom, lesson plans, presentation styles), discipline based on "disciple", metacognition, critical thinking, remediation, and content courses.
- Phase III - Follow-up visits (number of visits based on program adopted). Five-days each for continued training and consulting including instruction and critiques in individual classrooms.

Requirements The adopter selects a core group of ten to fifteen faculty members who are committed to achieving the goals of *Project Intercept* and are willing to devote time and energy to training. Once a teacher is trained, the project has a highly effective method of peer critiquing to train other teachers in most subject areas in Intercept methods of discipline, classroom management and instructional procedures, and learning theory—all based on current research and effectively proven applications.

Costs Include fees for Intercept trainer for five workshops during the first year plus expenses which include transportation, lodging and meals. Due to the highly individualized nature of the program, costs are negotiable.

Services Awareness workshops available; fees negotiable.

Contact **James E. Loan, M.A.; Project Intercept; 1101 South Race Street; Denver, CO 80210. (303) 777-5870.**

Developmental Funding: USOE ESEA Title-IVC

JDRP No. 81-50 (1/20/82)

Learncycle: Responsive Teaching. An intensive teacher-training program developing flexible, effective skills for managing and teaching mainstreamed or high-risk students.

LEARNCYCLE

Audience Approved by JDRP for teachers of special education or main- streamed students grades K-9, and teacher trainers and consultants.

Description The program includes two levels of training. The basic Learncycle course presents a simple problem-solving method to define, analyze, and solve common student problems such as incomplete assignments, distractability, disruption, isolation, and poor self-image. Participants learn how to assess the key "change factors" for each problem. Through lecture, demonstration, practice, and team task groups, they acquire a wide array of simple, teacher tested ways to adapt curriculum, consequences, or their own behavior. Each teacher then puts together a short five-step plan to use back in the classroom. What implementation is chosen depends on students' needs and teacher preference. A unique feature is training of teachers in proven ways to enlist the support of a whole class for program success with one or two high-risk students. The overall problem- solving method allows teachers to adapt the program instantly to new situations.

Training to Train allows districts that desire an ongoing training capacity to have graduates of the first course trained to train others. They learn how to tailor courses to the individual needs of their trainees, as well as how to deal with system-wide implications of program implementation. A Behavior Analysis Mainstreaming Model allows participants to relate student needs and training and support needs to available support services in developing a comprehensive mainstreaming plan.

Requirements No special staffing or facilities are required. For classroom implementation, an adopting unit is an individual teacher. Training for teachers: one three-day sequence. Training for turnkey trainer or consultant in a position to offer back- home training to colleagues: one two-day sequence in addition to three-day teacher's sequence. Certification is contingent on completion of follow-up activities tailored to adopter setting. The only materials costs are the Learncycle Teachers Manual, $10 per participant. In some states, special education grants can be used to cover adoption costs.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter site or for a group of adopters at a common site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact **Keith Wright, Highline Public Schools; Washington State Facilitator; 15675 Ambaum Boulevard, Southwest; Seattle, WA 98166. (206) 433-2453.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-53 (5/24/74)

Learning to Teach in Inner-City Schools (LTICS). The purpose of the Learning to Teach in Inner-City Schools Program is to develop teachers who choose to teach in inner-city schools and who are effective teachers in those schools.

Audience Approved for PEP for school districts serving low income multi-cultural families with a teacher-preparation college nearby, school populations that include teachers and students in pre-kindergarten through secondary schools, and all subject area teachers, student teachers, and supervisors.

Description LTICS involves the creation of a Teaching Academy that is a collaborative effort of a local inner-city school and a nearby teacher education college. The school/college partnership provides a structure in which a group of supervising teachers, college supervisors, and student teachers develop and learn to implement effective instructional strategies for inner-city school populations. This is accomplished through shared weekly seminars.

The LTICS program is designed to change how teachers think about instruction in the inner-city schools. A school district selects a school which will "house" the Teaching Academy. Joining with a local college, the academy provides placement for three kinds of students: beginning education students observe classes, intermediate students participate in math and reading methods classes, and student teachers are placed with teachers at the inner-city school.

Weekly seminars focus on working with neighborhood children and their families, managing classrooms, using positive behavior management techniques, planning appropriate lessons, challenging higher-level thinking skills activities, observing, and evaluating each other.

Teachers and supervising teachers are observed at the beginning of each semester and set goals for change. At the end of each semester, they are observed again to assess their change in behavior. Time spent on-task is computed for students in the classrooms of the academy student teachers and teachers. Learning materials within the seminars include a Learning to Teach binder, teaching guides, training videotapes, and other current materials.

Requirements School district requirements include financial support from superintendent and school board for one school site, principal's commitment, teacher's union commitment, school faculty willing to have student teachers, observers, or tutors in the classroom, incentives for teachers, a room designated for seminars and audio-visual equipment, and a commitment by school district evaluators to hire and train observers.

College requirements include dean and faculty commitment to partnership plus willingness to teach courses, one faculty member committed to serving as college director, student placement office willingness to concentrate a large number of students in the academy, faculty supervisors trained and committed to teach seminars, methods faculty committed to teach their classes at the school site (math and reading methods), faculty committed to teach classes for parents, evaluation funds or course credit for doctoral students to assist in the evaluation, doctoral students and/or faculty trained to collect observation data.

Costs Costs must be considered for (school district based) teacher incentives, observers, and a coordinator; training to develop certified trainers, two lap-top IBM compatible computers and observer profiles software, materials and supplies such as workbooks; (college based) director and seminar instructor, doctoral students, training for certified trainers, lap-top computers for observations, software for processing evaluation data, materials and supplies, and videotapes.

Services LTICS project staff provide staff development activities (awareness sessions, interaction with superintendents of schools and college faculty, updating seminar materials), interaction with adopters on a regular basis, collection of adoption materials, and monitoring and evaluation of quality at adopting sites.

Contact **Jane A. Stallings, Houston Center for Effective Teaching, University of Houston, Department of Curriculum and Instruction, College of Education, Houston, TX 77204-5872. (713) 749-3575 or 7449-2451.**

Developmental funding: Houston Independent School District,
the University of Houston College of Education

PEP No. 89-14 (7/21/89)

SITE: Successful Inservice through Turnkey Education. A mathematics inservice program for the development of higher-level thinking skills through the use of manipulative materials.

Audience Approved by JDRP for elementary school teachers and supervisors (grades 2-6) and students of these participants.

Description The SITE program is based on a problem-solving approach to learning new mathematical concepts and skills. Unlike other mathematics inservice programs, SITE integrates content and methodology, using hands-on activities with a variety of manipulative materials. Since teachers "teach as they were taught," the program uses processes and activities which are immediately applicable in the classroom as the instructional model. SITE activities are readily integrated into the existing school mathematics curriculum and mesh with every textbook. SITE addresses the geometry and measurement strands identified in the NCTM curriculum and Evaluation Standards for N<90's. Specific instruction is provided in mathematics (fractions, decimals, percent, area, perimeter, volume, metric measurement graphing, estimation) and in process skills (cooperative grouping, questioning strategies, guided discovery). The project provides the printed instructional materials as well as the mathematics equipment needed to implement the program.

Evaluation of process and content is continuous, from initial training through classroom implementation with students. The project has demonstrated its effectiveness in urban, suburban, and rural schools. Teachers' mathematical knowledge increases substantially, while enthusiasm and skill in teaching math is noticeably enhanced. Student growth in knowledge from pre- to post-test has been significant (at 0.05 level).

Project SITE may be adopted at one of two levels.

Direct Training for Classroom Teachers (15-20 hours over 3-4 days) includes: Mathematics described plus instruction in teaching strategies (i.e. cooperative grouping, questioning, and critical-thinking skills). Teachers implement the SITE program with students.

OR

Training the Turnkey Trainer (20-30 hours over 4-6 days) includes: (1) everything described above and (2) Training skills (i.e. workshop organization and leadership, brain dominance and learning styles and the psychology of the adult learner). Trained participants act as turnkey trainers for other teachers in their schools or districts and implement the SITE program with students.

Costs include travel and per diem for SITE trainers; Direct Training for the classroom teacher: $150 per participant, Turnkey Training fee: $100 per participant; One SITE Starter Kit for each adopting building ($425 + shipping & handling).

NOTE: Adoption costs can be minimized by forming a consortium of districts.

Requirements The program can be adopted by a district, a school, or an individual teacher. Classroom Teacher Adoption: minimum of three full days of SITE training; classroom implementation with students for 20-40 hours; pre- and post-testing of students. Turnkey Adoption: minimum of three full days of SITE training and one full day of trainig the turnkey; turnkeys conduct SITE in-service for other school or district teachers totaling 10-15 hours; classroom implementation with students by each trained teacher for 20-40 hours in the classroom; pre-/post-testing of teachers and students is expected.

Services First-level awareness materials are available at no cost. Visitors are welcome by appointment at the demonstration sites in East Meadow and New Rochelle, NY and Houston County, GA. Project staff is available to attend out-of-state awareness meetings (cost to be negotiated). Training is conducted at adopter site. Implementation and follow-up services are available (costs to be negotiated).

Contact **Barbara Berman or Fredda J. Friederwitzer, Co-Directors; Project SITE; Educational Support Systems, Inc.; 446 Travis Ave., Staten Island, NY 10314. (718) 698-3636.**

Developmental Funding: USOE Metric Education Program

JDRP No. 82-27 (5/27/82)
Recertified (6/5/86)

Teaching Research Inservice Training. An inservice training program for teachers and aides.

Audience Approved by JDRP for educators, inservice trainers, and individuals or agencies with staff training responsibilities.

Description This program is an inservice training model developed to assist educators in designing and evaluating inservice training for their staff. The *Teaching Research Inservice Training Model* will assist the adopter in identifying desired outcomes of training and then designing training strategies to achieve those outcomes. The model provides the trainer with objectives, activities, and evaluation strategies aimed at teaching the trainee new skills and/or procedures and helping the person to implement them in the classroom. Specific content of the training is to be determined by the adopter's needs.

Training objectives and procedures to assess the level of skills assimilation are clearly identified.

Requirements Implementation of the *Teaching Research Inservice Training Model* requires training for the adopting district's staff. Training may take place at the home project site or the adopter's site.

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at the project site or adopter's site. Costs to adopters include honorarium, travel, and per diem for two trainers to conduct a 2-1/2 day training session at adopter's site. Follow-up services are available to adopters (costs to be negotiated).

Contact Torry Piazza Templeman; Teaching Research; Western Oregon State College; Todd Hall; Monmouth, OR 97361. (503) 838-1220, ext. 401.

Developmental Funding: USOE BEH

JDRP No. 79-34 (11/7/79)
Recertified (3/85)

SECTION M: Science/Social Science

Adventure M-1
Conservation for Children M-2
ECOLogy (Environmental Career-Oriented Learning) M-26
*Economic Literacy M-3
Environment and Technology Project M-4
Facing History and Ourselves: Holocaust and Human Behavior M-5
*Foundational Approaches in Science Teaching (FAST) M-6
*Geology Is M-7
*Hands-On Elementary Science M-8
*History Theatre of Ideas (HIT) M-9
Informal Science Study (IfSS) M-10
Institute for Political And Legal Education (IPLE) M-26
Law Education Goals and Learnings (LEGAL) M-27
Law in a Changing Society (LCS) M-27
LEGAL (Law-related Education: Goals for American Leadership) M-28
*Life Lab Science Program M-11
*Marine Science Project: FOR SEA M-12
Mechanical Universe M-13
*Physics—Teach to Learn M-14
Preparing Instructional Teams to Teach Effective Citizenship Education M-15
*PRISMS: Physics Resources and Instructional Strategies for Motivating Students M-16
REACH - Respecting our Ethnic And Cultural Heritage M-17
Religion in Human Culture (RIHC) M-28
*Sci-Math M-18
Science-Technology-Society: Preparing For Tomorrow's World (PFTW) M-19
Starwalk M-20
Stones and Bones M-21
Trade-Offs M-22
*WIZE: Wildlife Inquiry through Zoo Education, Module II, Survival Strategies M-23
WWAS: Women in World Area Studies M-24
ZOO: Zoo Opportunities Outreach M-25

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* *Projects currently funded by the NDN*

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
Adventure	M-1			✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	None	3+
Conservation	M-2			✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	CO,AZ,ID,IL,MD,MS,NE, OR,NY,NC,OH,TN,UT, WY,WA	<1
ECOL	M-26			✔	✔	✔	✔		✔		✔	✔	✔		✔	✔	✔	None	2
ECONOMIC	M-3	✔			✔	✔		✔	✔			✔		✔	✔	✔	✔	NY,TX	1
Environment	M-4			✔	✔	✔		✔	✔				✔	✔	✔	✔	✔	None	1
Facing History	M-5			✔	✔	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	CA,IL,ME,TN,FL	1
FAST	M-6	✔					✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	CA,CT,NC,NY,MI,SC WA,VT,HI,MA,MN	3+
Geology Is	M-7	✔					✔	✔	✔	✔			✔	✔		✔		CO,IL,NC,MD	1
Hands On	M-8	✔			✔		✔		✔	✔		✔		✔	✔	✔	✔	AK,HI,OR,UT,MT,WA,CA, NM,NV,AR,MD,NY,MO	2
HIT	M-9	✔					✔		✔	✔			✔	✔	NEG	NEG	NEG	None	1
IfSS	M-10				✔	✔	✔	✔	✔	✔				✔	✔	✔	✔	AZ,CO,ID,NY,OR, PA,WA,UT,MT	<1
LCS	M-27			✔	✔	✔			✔				✔	✔	✔	✔	✔	TX,UT	3+
Life Lab	M-11	✔			✔	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	Contact office	2
Marine FORSEA	M-12	✔			✔	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	GA,MN,AK,CO,KS,NV HI,NM,AZ,WY,ID,UT,OR CA,FL,WA	1
Mechanical	M-13				✔	✔	✔	✔	✔	✔			✔	✔	NEG	✔	✔	TX,NE,CO,MD	3+
PTTL	M-14	✔	✔	✔	✔	✔	✔		✔	✔		✔	✔			✔	✔	None	1
PRISMS	M-16	✔			✔	✔	✔		✔				✔	✔	✔	✔	✔	All States	3+

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
REACH	M-17				✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	KS,NE,NY,OR	
Sci-Math	M-18	✓			✓	✓		✓	✓					✓	✓	✓	✓	CA,CT,OK,PA,NM,KY	
Starwalk	M-20			✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	[illegible] [illegible] [illegible] UT,ID,NY	
Stones & Bones	M-21			✓	✓	✓	✓		✓			✓		✓				WY,CA,NE,NJ,NC, OR,CT,IL,ME,NM	1
Trade Offs	M-22			✓	✓			✓	✓	✓				✓	✓	✓		All 50 States	1
WIZE	M-23	✓			✓	✓	✓	✓	✓	✓			✓	✓		✓	✓	None	2
WWAS	M-24			✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	None	1

Adventure. An interdisciplinary program involving experience-based learning in academics along with group problem solving and an alternative physical education program out-of-doors and indoors as well.

Audience Approved by JDRP for students of all abilities, grades 6-12. Parts of the program have also been applied in therapeutic and camp settings.

Description Project Adventure is designed to add an experience component to standard high school and middle school courses. For many students, learning is essentially a passive process offering little opportunity to take responsible action or to test abstract ideas in the real world. Project Adventure represents a combination of Outward Bound techniques and philosophy with a group problem solving approach to learning and teaching. Small groups of students learn by actually working on specific reality-based tasks or problems in the community and the natural environment. The teacher's role is to state the problem and limits, giving students the responsibility for finding solutions. This approach has produced measurable improvements in self-concept, physical agility and competence. It encompasses and supports a wide variety of teaching and learning styles.

The project is made up of two separate components, which may be used singly or together: a physical education program involving initiative games, outdoor/indoor activities, and a Ropes Course apparatus that can be constructed by teachers and students; and an academic curriculum component designed to give hands-on experiences and a practical application of the basics. The program's aim is to educate the whole student through sound academics, physical activity, and learning activities that enhance self-concept. The project's strengths are its flexibility, the variety and quality of its curriculum models, and its ability to inspire and rekindle the enthusiasm of both teachers and students.

The project offers 3 different initial training programs: academic, counseling techniques, and physical education. These trainings give teachers and counselors skills in program management, teaching strategies, and techniques necessary for implementation. Ideally, a core group of teachers from a single school attends a 5-day workshop. Follow-up sessions and assistance with construction may also be part of the adoption process. Many of this project's adoptions have been in the area of environmental education.

Requirements Attendance at the 5-day workshop is essential. Ideally, one or more teachers are trained in the physical education or curriculum workshop or in both. A supportive administration, willing to incorporate new teaching styles and programs that may involve some flexibility in scheduling, is also required. No special facilities are needed, although the Ropes Course apparatus for the physical education program calls for some open space around playing fields, a wooded area, or gymnasium. No special staffing is required.

Costs The 5-day residential teacher-training program costs approximate academic component, costs may include transportation, substitutes, and camping equipment, depending on the curriculum developed.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid, including tuition, and room and board). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact **Dick Prouty, Project Adventure, Inc.; Box 100; Hamilton, MA 01936. (617) 468-7981. Cindy Simpson, Project Adventure/SE; Box 2447, Covington, GA 30209. (404) 784-9310.**

Developmental Funding: USOE ESEA Title III

JDRP No. 4 (4/9/73)

Conservation for Children. A practical, economical program to increase conservation awareness, understanding, and action of elementary school children through a variety of basic skill activities designed for use in the classroom.

Audience Approved by JDRP for children in grades 1-6.

Description Through a variety of basic skill activities intended for use in the classroom, Conservation for Children teaches about the interdependence of plants and animals, requirements of life, energy sources and use, pollution problems, recycling, and other conservation concepts based on scientific principles. The grade level conservation guides provide instructional materials which combine basic skill practice in the areas of language arts, math, social studies and science with a conservation concept. Program materials are used to supplement or replace presently used skill materials, so that no additional preparation time or equipment is needed. Teachers can use the materials as a primary resource for teaching basic skills, as supplementary materials to a core program, as enrichment activities, skill review, or as independent units of study. No change in staffing, physical setting, equipment, or instructional methodology is required. Criterion-referenced tests allow teachers to determine which materials are appropriate for individual students or groups. Special education teachers have found the materials valuable for use with their students due to the high interest level of the worksheets and the choice of ability levels and basic skill concepts.

Evaluation data confirms that students using the materials for a minimum of 30 minutes per week master 80% of the learning objectives. In addition, 75% of the parents of 2,000 students in the evaluation study responded in writing that they had observed their children implementing conservation practices at home which they had never seen before the children used the program materials.

Conservation For Children materials include six grade level curriculum guides (1-6) and one alL Levels guide (activities, resources). After the initial purchase of the guides, $25 per grade level, $165 for the complete program, there are no on-going costs for personnel, materials, or inservice training. A per pupil cost for installation is only $.70. There are no recurring costs.

Requirements The program may be used in any type of facility or setting and does not rely on any particular methodology or teaching style. The program is designed for use in the classroom and does not require any materials or equipment that are not normally found in any school. The curriculum guides may be reproduced in whole or in part with the permission and hope of the authors. Inservice as to implementation and material usage is minimal, usually two hours. The program requires no staffing changes as the classroom teacher continues to provide instruction.

Services Awareness materials are available at no cost. Visitors are welcome at the project site any time by appointment. Project staff is available to attend out-of-state awareness meetings (costs for travel expenses to be negotiated).

Contact **Marilyn Bodourian, Project Director; Conservation for Children; or Stephanie Hendee, National Training Network, P.O. Box 1809, Longmont, CO 80502-1809 (303) 651-0833.**

Developmental Funding: ESEA Title IV-C

JDRP No. 83-12 (3/4/83)

Economic Literacy. A computer-based financial management program which has two components—How to Make a Million and the New School Savings Program.

SCHOOL
SAVINGS
PROGRAM

Audience *How to Make a Million* was approved for students in grades 6-8 and 10-12. The *New School Savings Program* was approved for grades 4-8.

Description *How To Make A Million* (HMM)—HMM successfully teaches students sound principles of financial management, from learning how to save, to utilizing savings for investments. HMM provides students with an opportunity to apply their math and computer skills on a subject dear to their hearts, **money**. The curriculum includes information on stocks, bonds, certificates of deposit, treasury bills, money market and mutual funds, and savings accounts—sorry no real estate! Generally, implementing teachers set aside part of a Friday during one semester and let the students make their investments until they *Make A Million Dollars* (simulated, of course)!

Materials include an Apple or IBM computer disk, a 48-page student booklet, a teacher's manual, duplicating masters, play money, and an "I Made a Million" certificate for those who **did**! 35 sets of student materials come in the program kit.

The New Computerized School Savings Program (SS)—Remember when YOU saved money at school? Well, it's different now! Students, with the assistance of PTA volunteers, enter their deposit amount at a computer, pick up a receipt, give their money to the PTA volunteer and go back to work. The program is usually run before and after school and at lunch. After the last deposit. The money and disk are sent to the bank.

Materials include an Apple or IBM computer disk for deposits, a 24-page student booklet, a teacher's manual, and duplicating masters. 35 sets of student materials come in a kit.

Most school districts bank with three (3) different banks. Ask your business manager for the names of these banks. Try to set up an appointment with each bank for you and your business manager so you can explain the program to them.

IW 2017, the Social Security Administration predicts there will be a 400 billion dollar deficit in the Social Security fund. It's time to turn a nation of spenders into a nation of savers.

Requirements Single teachers or groups of teachers can implement the programs. You should generally plan to use part of every Friday for a semester for HMM. The SS program lasts all year and continues yearly. Remember, a bank or financial institution is required to house the students' money.

Costs HMM Individual kits with teacher and student materials for a class of 35 students are available for $399. In addition, a HMM workshop is available for a cost of $150. All school savings costs are paid by the participating bank. SS costs $7000-$10,000.

Services Awareness materials, training, and follow-up. Costs to be arranged.

Contact **Sherry Avena; 4095 173rd Place, S.E.; Bellevue, WA 98088; (206) 746-0331.**

Developmental Funding: Private Sector Initiative

JDRP No. 85-6R (4/2/85)

BEST COPY AVAILABLE

Environment and Technology Project. An interdisciplinary high school science-social studies curriculum which enables students to understand the impact of science and technology on the environment and actively engages them in a problem-solving approach, as citizens able to make decisions based on sound technological choices.

Audience Approved by JDRP for students of all ability levels, grades 9-12.

Description *The Environment and Technology Project* is a complete curriculum and a set of 16 student units for use within an existing one or two semester course or the basis of a new course focusing on science, technology, society education.

- Sixteen student units under four broad categories:

ENERGY	LAND USE	POLLUTION	URBAN MANAGEMENT
gasoline	urbanization and zoning	air	solid waste
electricity	streets and roads	water	waste water
nuclear power	wildlife	noise	population
coal	parks and recreation	rural	
solar			

- a curriculum design with three levels of objectives: those universal to all people on the planet; those particular to each of the four broad categories; and performance objectives unique to each unit
- active student involvement beginning with a unit pre-test to assess understanding; unit readings/activities (working individually, in a small group, or in the larger class); problem solving application; and post-test
- a problem-solving model as a guide for examining local environmental problems with applications at simple, advanced, or open-ended levels depending on student ability and previous experience
- semester and unit pre-post tests to measure student cognitive gains

Three standardized tests were used in a pre-/post-test design with experimental and control groups in other environmental, science, and social science courses and programs. Project students showed significantly higher cognitive gains on all tests as compared to control groups.

Requirements A two-day pre-implementation workshop is recommended for high schools developing a new science, technology, society course. A one-day workshop is available for those using the curriculum in courses focusing on environmental education. Curriculum available for purchase includes students' units ($4.25 ea.), reproducible packet of student objective sheets and unit pre-post tests, *Teacher's Handbook and Planning Guide*, semester test.

Services Awareness brochures available at no cost. Arrangements can be made to observe the program in various settings. Costs for awareness sessions and workshops include travel, per diem, and leader's fee, which can be negotiated and shared via state and local funds.

Contact **Barbara A. Barchi, Director; The Environment and Technology Project; P.O. Box 803934; Chicago, IL 60680. (312) 280-8163.**

Developmental Funding: USOE ESEA Title III and IV-C

JDRP No. 78-190 (6/5/78)

Facing History and Ourselves: Holocaust and Human Behavior. A unit using the history of 20th-century genocide to teach the meaning of human dignity, morality, law, citizenship, and behavior.

FACING HISTORY AND OURSELVES

Audience Approved by JDRP for students in grades 8 and 9. The unit has been used in other settings with grades 10, 11, and 12.

Description The project provides teachers and students with resources for studying complex issues of citizenship that affect our society today.

The program helps to educate citizens as they learn to make informed judgments. Activities illuminate historical questions by encouraging participants to understand the consequences between competing values. They make it possible for teachers and students to reflect on issues that are meaningful to them in ways that stretch their intellectual and empathetic capacities. The resource book, Facing History and Ourselves: Holocaust and Human Behavior, studies clear examples of abuse of power, human rights, and obedience by tracing the roots of prejudice and discrimination; first in our own lives and then in the history of National Socialism in Nazi Germany.

Students think about what happens in a society that abuses civil liberties and censors freedom of thought. Lessons explore the wide range of responses of individuals and institutions who became the victims, the victimizers, or the bystanders in the history of the Holocaust of European Jews and the victims of genocide.

The final chapters focus on students' recurring questions, "Can We Learn From the Past?" and "What Can I Do To Make a Difference in the Future?" When students learn about the "forgotten genocide" of the early 20th century, the Armenian Genocide, they think about the power of denial and avoidance. After learning about genocide and the abuse of power, students are often eager to find methods of prevention and avenues of participation that can improve society. The curriculum is interdiciplinary and specifically designed for early adolescents in junior high and high school settings. It's approach and methodology have broad applicability for curricula involved with difficult subject matter, multicultural education, and critical thinking. When students think about history and its relationship to their lives as well as the consequences of their decisions and actions, they explore the roles and responses of individuals and groups confronting contemporary and difficult issues.

Requirements An individual teacher or entire school district may choose to adopt the Facing History and Ourselves Project to enhance existing courses or as an entire program (8-12 weeks). Teachers should attend an awareness presentation given by a certified trainer before piloting the classroom materials. Awareness sessions range from a two-hour presentation to a one- or two-day workshop. A team of 38 teacher trainers from public, private, and parochial schools is available for follow up consultation and workshops.

Services Brochures are available at no cost. Visitors are welcome at the Resource Center and to visit classes using the program. The Resource Center collects and distributes printed and audiovisual materials. Awareness presentations and workshops are held at both project and adopting sites. In communities where certified trainers are available, adult education courses and inservice programs are offered. Travel and per diem expenses need to be covered, but costs can be negotiated depending on available funds.

Contact **Margot Stern Strom, Alan Stoskopf, Marc Skvirsky; Facing History and Ourselves National Foundation, Inc.; 25 Kennard Rd.; Brookline, MA 02146. (617) 232-1595.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 80-33 (12/5/80)
Recertified (6/85)

Foundational Approaches in Science Teaching. A course in the concepts and methods of the physical, biological and earth sciences and their relation to the environment.

Audience Approved by JDRP for students in grade 7. This program has also been used with students in grades 6 and 8.

Description This curriculum is a full year course giving students a sense of the operations of the modern scientific community by involving them in typical science activities. FAST is laboratory and field-oriented and designed for use with students who represent the full range of abilities and interests found in the typical middle/junior high school classroom. Instructional strategies are structurally sequenced to address differences in learning styles and to develop thinking skills. Students study three strands concurrently: physical science, ecology and relational study.

The physical science strand introduces such concepts as mass, volume, density, buoyancy, physical and chemical properties of matter, pressure, vacuum, heat, temperature and energy; the ecology strand such concepts as ecology, plant and animal growth and development, weather and climate, field mapping and population sampling; the relational study strand such concepts as resource management, technology, environmental use, energy use and conservation.

Student and teacher materials guide student investigations. The Student Record Book enables students to record a concise log of individual and class activities. A classroom library of Reference Booklets, which describe use of instruments, suggest experimental designs, outline experimental techniques, and provide necessary supplemental readings, helps students to practice the skill of using outside references to supplement information available from the investigations and Student Book. The Teacher Guide presents the logic connecting topics and sequences. Keyed to the investigations in the Student Book, the Teacher's Guide includes teaching suggestions, advice on classroom procedures, and detailed discussion of the conceptual and practical development of the students' investigations. Other materials for teachers include the Instructional Guide and Evaluation Guide.

Requirements Adopting teachers are required to take 10 days of training (provided free with sufficient book purchases). Adopting schools are assumed to have basic science equipment and supplies including 6-10 centigram balances. An equipment kit is required. Recommended: a local project coordinator to monitor implementation activities, conduct bimonthly meetings with adopting teachers, and provide help to teachers as needed. Additional training is available for local coordinators and teacher trainers.

Services Awareness materials are available at no cost. Examination copies of student and teacher materials are available at cost, videotape describing the program available on loan (specify Beta or VHS). Visitors are welcome at project site and at selected demonstration sites by appointment. Some demonstration sites are available in other states. Project staff and/or certified representatives are available to attend awareness meetings on negotiated cost basis. Teacher training is conducted each summer at project site or can be provided for adoptors at adoptor site.

Contact **Donald B. Young, Co-Director; Curriculum Research and Development Group; University of Hawaii; 1776 University Ave., Rm UHS 2-202; Honolulu, HI 96822 (808) 948-7863.**

Developmental Funding: University of Hawaii

JDRP No. 80-2 (12/9/80)
Recertified (1/85)

Geology Is. An introductory geoscience course.

Audience Approved by JDRP for all students, grades 9-12.

Description Designed to become part of the secondary school curriculum, *Geology Is* provides geoscience learning opportunities not presently available in the science curriculum. A broad range of materials and media-delivery instruments allow for varied teaching and learning techniques. The technical aspects of course content and the social implications in the wise use of earth resources combine in an effective interdisiplinary approach. Awareness and understanding of geoscience processes make students more responsible consumers of earth materials and protectors of the environment.

The five distinct but related units of *Geology Is* are Introduction, Earth Materials, Observing the Earth, Internal Processes, and External Processes. These are subdivided into a total of 20 chapters. Although it is a two-semester course, parts can be taught as a semester offering. Each unit contains text material, lab exercises and activities, and objective and subjective tests. Slide-tapes, films, videotapes, and guest speaker presentations are offered, and students are encouraged to evaluate these. Small groups and individuals investigate topical areas for student-led class discussions. Off- and on-campus field experiences and resource personnel add another dimension to the text. Teachers are provided with a guide and an activities handbook as a supplement to the student textbook.

Through study in this elective option, students can become more responsible consumers of earth resources and make informed decisions for the future regarding energy, geologic hazards, and land use.

Requirements The adopting district will need to provide an instructor with some basic coursework in the geosciences. Other than that, a typical science classroom and supplies are the only other requirements for adoption.

Costs The major cost to the district will be for the purchase of the *Geology Is* textbook and activity sheets. In addition, some supplies for the activities may have to be purchased if the district does not have an existing geoscience class.

Services Awareness materials are available at no cost. A VCR tape presentation is available. Visitors are welcome at project site anytime by appointment. Project staff is available to attend out-of-state awareness conferences (cost to be negotiated). Training is conducted either at the project site or at the adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact **Rion D. Turley; O'Fallon Township High School; 600 South Smiley; O'Fallon, IL 62269. (618) 632-3507.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81-42 (12/18/81)
Recertified (2-86)

Hands-On Elementary Science. An instructional program intended to provide elementary students with hands-on instruction emphasizing the processes of science.

Audience Approved by JDRP for elementary teachers and students, grades 1-5.

Description The *Hands-On Elementary Science* provides elementary students with instruction that emphasizes the development of science processes as an approach to problem solving. In fostering positive teacher attitudes toward teaching science, it increased both the amount of science taught and the proportion of instruction dedicated to the processes of science. The curriculum employs a set of higher order processes at each grade level consisting of four basic units. The units consist of lessons concerning a unifying topic. The topic is based upon the skills identified for that grade level. First grade students work primarily on observation in the four units of seeds, patterns and magnets and liquids. Second grade emphasizes classification skills through the study of insects, sink or float, measurement, and life cycles. In the third grade, experimentation skills are developed by units on flight, measuring, plants and structures. Fourth grade focuses on analysis in units on bio-communities, electricity and chemistry and energy transfer. The fifth grade curriculum emphasizes application and consists of units on earth science, soil analysis, animals, and ecogystems. Since this is not a text program, all lessons are based upon hands-on activities supported and defined by curriculum guides at each grade level. They provide a sequence of basic lessons and incorporate all necessary materials to support the program lessons. A unique feature of the program is an optional package of materials students may request to work on over the summer.

Requirements *The Hands-On Elementary Science* program is transportable to other sites where a commitment exists for hands-on science instruction. Adoption of this program requires at least a half year planning and preparation followed by a staff development program. Teacher preparation consists of two days training prior to the implementation of the program followed a follow-up workshops to resolve problems of implementation. Materials required include both a curriculum guide and a kit of materials of the appropriate grade level for each teacher and copies of the voluntary summer program for dissemination to interested students.

Costs The cost of the program in the installation year is approximately $27 per student (assuming 25 students per class in a school of 800 students and training 20 teachers at a grade level). Subsequent year costs to maintain the program through the replacement of consumable supplies equals $1.50 per student. Teacher guides are available for $15 each plus postage and handling and kits are available from a national vendor at costs ranging from $345 to $565 depending upon the grade level.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional sites in home state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at project site and also at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact **Dean A. Wood; Dissemination Center For Hands-On Elementary Science; Hood College, Frederick, MD 21701 (301) 663-3131, ext. 205 & 350.**

Developmental Funding: Federal, State and Local

JDRP No. 86-19 (9/23/86)

History Theatre of Ideas (HIT). A program using dramatized events in state or local history to enrich curricula and involve students in analyzing issues.

Audience Approved by the JDRP for all students in grades 7-12.

Description *History Theatre of Ideas* is a touring classroom drama/discussion program for students in grades 7-12. It provides an arena for the examination of relevant humanities issues. It serves teachers as a model for providing historical context in the introduction of political, social and philosophical issues into the curricula of secondary schools.

The program's components include a brief historical drama depicting an event in state or local history. This is followed by a discussion between the students and the actors of the pertinent issues in the play. The actors retain their scripted identities throughout the classroom discussion. The teacher prepares students for the discussion by using study guide materials provided by the program.

The program's intent is to enliven history for students and provide teachers with materials and a model for additional curriculum development. The program is based on drama as an effective teaching vehicle. Combining drama with discussion lends an immediacy and excitement to history.

Requirements Adoptions can be by local school districts, by broader administrative divisions (regional or metropolitan), or by a college, university, museum, historical commission, historical site, or other comparable agency. The program is appropriate in its entirety for dissemination to other sites. Aspects of dissemination include: staff development which entails identifying and training a program coordinator and recruiting and training a playwright and actors; topic selection which involves choosing events and issues important to each site; research of the selected topic; materials preparation including the development and printing of study guides; recruitment of school participation, scheduling and other administrative duties performed by program coordinator; teacher and student preparation using project materials and other teacher-selected materials; program presentation including dramatic sketch and discussion; follow-up classroom activities; and program evaluation. The most important conditions for success are the willingness of the teacher to participate and the arrangements concerning class preparation time and administrative support for this arrangement.

Based upon an assumption of one hundred presentations over the course of an academic year and on average class size of 25 students the cost per student is estimated at $4.00 for the installation year and $3.80 for the subsequent year.

Services Awareness materials including a video (available on loan) are available at no cost. Visitors are welcome to the demonstration site by appointment. Project staff is available for awareness sessions. Training, technical assistance and manuals are available at costs to be negotiated.

Contact **Natalie Robinson; History Theatre of Ideas; Rhode Island Committee for the Humanities; 60 Ship Street, Providence, RI 02903. (401) 274-2350**

Developmental Funding: NEH, State and Private

JDRP No. 85-13 (7/1/86)

Informal Science Study (IfSS)

IfSS

Audience Approved by JDRP for all students in grades 5-12.

Description To promote concept acquisition IfSS presents a series of physical science mini-units which are based upon students' recall and utilization of popular amusement park rides, sports, and playground experiences. Experiences are selected for their student appeal and their ability to provide concrete examples of otherwise abstract concepts. Topics covered include among others, motion, acceleration, relativity, forces, gravity, time, graphing, conservation of energy, and frames of reference.

Each of the mini-units is designed around student dialogue, providing an introduction and review/application of physical science and mathematics in low-key, predominantly non-technical, language. Physical science terms are introduced only after instruction as needed. In addition, several of the units provide laboratory experiences using toys (race cars, model rockets etc.) and playground equipment.

Mini-units include:

- *Physics of Fun and Play* is designed for any of grades 5-12. The focus of the module is the physics of amusement parks and sports. Question/answer student guides are designed to elicit student recall of past amusement park experiences and are coupled with color slides of rides to assist the teacher in focusing on appropriate content. A secondary element focuses on sports and playground activities.
- *The Informal Science Safari and Toy Workshop* is designed for grades 5-9 and presents mechanics content and terms as well as pre-algebra mathematics exercises that call for numerical manipulations of physics concepts. The talking-book approach utilizes a talking wizard (the Wizard of If) who introduces learners to the science content in their own words. A separate section of this module provides related laboratory activities utilizing common toys. Teacher materials include a video-tape that focuses on how selected toys work in zero-gravity environments such as the NASA space shuttle.
- *Spaceflight Forces and Fears.* This two-part module deals with the application of mechanics concepts and amusement park rides as they relate to the experiences of orbiting astronauts. Students (preferably grades 7-10) also explore physiological responses to fearful situations. Optional computer simulations are available to explore physiologic reactions to rides in simulated settings.
- *Mechanics of Motion.* Designed for the introductory high school class, this is the most complex and detailed of the modules. Algebraic and pre-calculus mathematics are required for students who deal with the design and operation of amusement park rides from the viewport of the design engineer. Additional computer simulation activities are available for classroom use.
- *The Discovery Field Experience.* This module focuses student attention on experiences within amusement parks and in athletic events. Generic ride experiences as well as specifically designed guides for representative amusement parks are included for classroom, playground, and amusement park settings. Part of the module provides student worksheet activities for major and minor sporting events. This module can be adapted for any grade level, 5-12.

With instructional periods from 1-3 weeks, students significantly increase knowledge and comprehension of science concepts, analytic recall of science experiences, and demonstrate significantly increased applications of science concepts to unique situations.

Requirements Mini-units may be adopted individually or as a group. Teachers may be trained in four hours.

Services Awareness materials are available at no cost. Visitors are welcome to visit the project site by appointment. Project staff is available for awareness. Costs which include training, materials, and equipment are negotiable.

Contact **Howard Jones, Project Director, or Stephanie Hendee, National Training Network, P.O. Box 1809, Longmont, CO 80502-1809. (303) 651-0833.**

Developmental Funding: National Science Foundation

JDRP No. 84-11 (3/30/84)

Life Lab Science Program. An applied science program emphasizing a hands-on, garden-based "living laboratory" approach to elementary science education.

SCIENCE
NUTRITION
GARDENING
LIFE LAB

Audience Approved by JDRP for elementary students, grades 2-6.

Description The *Life Lab Science* program strives to ensure students' future interests and success in science by improving student attitudes toward the study of science, and increasing students' level of knowledge and skill acquisition in science. The instructional approach is a combination of indoor and outdoor hands-on science activities with the key component being the garden lab (e.g. indoor grow box, greenhouse, planter boxes, vegetable beds, etc.). Students and teachers collaborate to transform their school grounds and/or classrooms into thriving garden laboratories for the application of scientific processes. In this setting students conduct experiments using the scientific method. They observe, collect and analyze data, establish worm colonies, raise vegetables, herbs and flowers, and have responsibility for maintaining their living laboratory. A structured course of study is followed in science, nutrition and gardening. Instructional time varies from two to four hours per week. Teachers are responsible for all classroom instruction and use The Growing Classroom curriculum guide for the bulk of their science lessons.

Requirements The critical learner setting is the "living laboratory" whether an indoor grow box, containers adjacent to the classroom, a greenhouse or a three acre school farm. As such, all elements of the program are transportable. The primary curriculum guide is *The Growing Classroom*, which contains Science, Nutrition, and Gardening units and is accompanied by a scope and sequence. Prior to implementation, the program has a two-day workshop at the school site or at project site that prepares teachers for using the program, teaching techniques and the "living laboratory" approach. Following the initial training, staff development and program implementation become the responsibility of Lead Teachers in each school. Advance training is available and technical assistance will continue to be provided throughout the installation year. Adopters of the *Life Lab Science Program* typically generate a great deal of community support and resources. Cultivating the community is an important requirement of a successful adoption.

The adopter is responsible for travel and per diem costs. Trainer fees are to be negotiated. Implementation costs vary by site and the extent of "living laboratory" development. *The Growing Classroom* curriculum must be purchased for each implementing classroom teacher.

Services Awareness materials are avilable at no cost. Visitors are welcome by appointment to visit project sites in their home state or out-of-state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted either at project site or adopter site (costs to be negotiated). Follow-up technical assistance is also available.

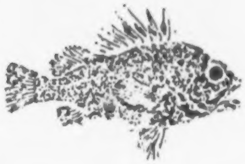
Contact **Gary Appel/Lisa Glick; Life Lab Science Program;1156 High St.,Santa Cruz, CA 95064; (408) 459-2001.**

Developmental Funding: ESEA, Title IV-C; Packard Foundation;
California State Department of Education; National Science Foundation

JDRP No. 86-17 (9/10/86)

Marine Science Project: FOR SEA (Grades 7-12).

FOR SEA: Investigating Marine Science (Grades 1-6).



Comprehensive, activity-oriented, marine science curriculum which teaches basic science skills and knowledge on or away from the coast.

Audience Approved by JDRP and PEP for all students, grades 1-12.

Description By the year 2000, three out of four Americans will live within an hour's drive of the sea or Great Lakes coasts. The impact on these coastal waters will be severe. The nationally validated curriculum materials of FOR SEA are designed to equip students with information necessary to make responsible decisions about the marine environment.

FOR SEA provides comprehensive, activity-oriented, marine education curriculum to be used in addition to or in lieu of an existing science program. Close proximity to seawater is not necessary to implement this curriculum in the classroom. Curriculum guides are available for the following grade levels: 1-2, 3-4, 5-6, 7-8, and 9-12 (Part I - Physical Oceanography, Part II - Marine Biology and Issues). Each guide contains a teacher background for each activity, student activity and text pages, answer keys for student activities, and a listing of vocabulary words for each unit.

FOR SEA is documented effective in teaching basic science skills and knowledge as measured by the CTB McGraw-Hill CTBS Science tests. The magic draw of water provides incentive to teach and learn science.

Requirements *FOR SEA* is designed to be implemented in classrooms at a room, grade, school, or district-wide level. Eight hours of in-service training provide implementing classroom teachers with an overview of the project, implementation procedures, and activities designed to familiarize them with the materials. A copy of the appropriate grade level curriculum guide must be purchased for each implementing classroom teacher at $35.00 per guide. Student text materials in the guide are designed to be reproduced by the adopting sites. Hands-on materials are generally found in the school setting or are readily available at local grocery or variety stores. The start-up costs vary by site.

Services Awareness brochures and samplers of curriculum are available. Project staff is available to attend out-of-state awareness sessions, with negotiable cost-sharing. In-service training is provided to adopter site, again with cost-sharing negotiable. Follow-up services are provided by the project in appropriate cost-effective ways, including telephone, mail, cassette tape, and visits.

Contact **Laurie Dumdie, Demonstrator/Trainer; Marine Science Center; 17771 Fjord Drive N.E.; Poulsbo, WA 98370. (206) 779-5549.**

Developmental Funding: USOE ESEA Title IV-C

Grades 1-6 JDRP No. 81-37 ;88-4 (3/2/88)
Grades 7-12 JDRP No. 83-26 (3/28/83) PEP No. 87-5 (4/9/87)

Mechanical Universe *High School Adaptation.* A fresh and intriguing approach to a conceptual understanding of physics using modern audiovisual media materials.

THE MECHANICAL
UNIVERSE
High School Adaptation

Audience Approved by PEP for all high school physics teachers and students.

Description The *Mechanical Universe High School Adaptation* presents an innovative approach to motivating students toward mastering a conceptual understanding of physics. After the appropriate introduction by the teacher, a 15- to 20-minute videotape can take the student from a view of Newton working at his desk to close-ups of complicated experiments or modern nuclear laboratories, from animated cartoons of gravitational effects to three dimensional computer graphics that come alive, making the abstract concepts of physics more understandable. These visual images, in a historical concept, prompt the student's memory, imagination, and understanding as the narrative develops the typical (and not so typical) concepts of high school physics. The audiovisual materials in conjunction with the written teacher's and student's guides, encourage repeated viewings for an ever deepening comprehension of the topics presented.

The comprehensive written teacher's guide includes a specific plan outlining the necessary instructional procedures for the effective implementation of each module, supportive background information to assist teachers in their own understanding of the physical concepts, questions to explore common applications of the concepts, and test questions for the assessment of student understanding.

These materials can replace traditional material being used, for most physics topics typically presented in high school. The 24 topics available cover all but a very few topics contained in a traditional physics course, with some that are new to the typical course, such as *Navigating in Space.*

Furthermore, comparative studies between traditional materials and ***The Mechanical Universe High** School Adaptation* have revealed that ***The Mechanical Universe High School Adaptation*** students who express a greater interest in taking physics, as well as an improved confidence that they can succeed in physics. Students using the ***The Mechanical Universe High School Adaptation*** produced results with a mean score 11 percentile points higher than students using traditional materials.

Requirements A four-day workshop is required for implementation by teachers with a college major or minor in physics and five or more years teaching experience. Those teachers with less experience and/or college physics should take part in a 15-day workshop.

Services Written awareness materials can be obtained at no cost. The project demonstration site is open to visitors by appointment. Awareness and training workshops are available with costs to be negotiated.

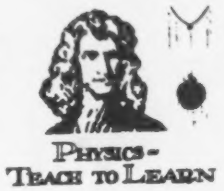
Costs Purchase cost for the 24 modules is $450, which includes all videotapes, teacher's and students' guides, and duplication rights for the school. If the adopting site does not have a videocassette player and monitor, those must be acquired at current retail price.

Contact **Richard P. Olenick, Department of Physics, University of Dallas, 1845 East Northgate Drive, Irving, TX 75062-4799. (214) 721-5313.**

Developmental Funding: National Science Foundation

PEP No. 88-18 (11/1/88)

Physics—Teach To Learn. An Educational Program That Works. A physics instructional program using teacher-controlled computer simulations and supporting curriculum materials.



Audience Approved by JDRP for 12th grade physics students.

Description The *Physics—Teach To Learn* program provides both teachers and students with instructional materials and processes that facilitate the exploration and illustration of selected physical events that have been found to be most frequently misunderstood by students, and most difficult for the teacher to illustrate in the classroom, and then tests the students' understanding and ability to make application of the physics concepts underlying those events.

The program's nineteen instructional modules with teacher-controlled computer simulations and supporting curriculum materials, developed by a committee of Los Angeles Unified School District master physics teachers with university support, were designed to provide students with fundamental qualitative understanding of physical events in selected topic areas. The computer simulations require the learner to make a judgment about a physical event. This judgment, based upon learner experience, and/or observation, often reveals misconceptions based upon defective logic. After the initial judgment (pre-test), the teacher then utilizes the computer simulation(s) to lead the student through the steps of exploration, development, and application. By using this step-by-step method, the teacher is best able to guide the correction of student misconceptions about the physical events under consideration. After this process has been completed, the student takes a formal paper/pencil post-test. Each topic is accompanied by extensive written curriculum material designed to enhance the teacher's ability to present the key concepts.

Requirements The *Physics—Teach To Learn* project developed materials were designed to be adaptable to any course approach and compatible with any text format. The project's curriculum package is comprised of 19 content modules, each with its own set of computer simulations, pre- and post-tests, and supplementary curriculum materials designed for teacher use. The first 15 of the project's content modules comprised the package that was presented to the U.S. Dept. of Ed.'s Joint Dissemination Review Panel for validation. Subsequent to project validation, an additional four curriculum content modules, developed following the same rigorous standards, processes, and formats as used in the preparation of the original 15 project modules, have been completed and added to the project's Curriculum Package. These materials have been packaged to facilitate dissemination and implementation at other sites. The program's 5.25 inch computer disks are designed for use only with the Apple IIc, IIe, or IIGS computers, a graphics printer, and a monitor. For classroom utilization, a 19-inch or larger television is recommended for display. No prior computer experience is necessary to effectively use the project's computer software or curriculum materials. Experienced physics teachers can be trained in the philosophy, content, and use of the modules in four hours. New and/or "crossover" teachers will need two days of training. Need for training will be based upon teacher subject content awareness.

Costs The *Physics—Teach To Learn* program's curriculum materials—including the computer disks—are available for a cost of $300 per set. The project does not charge a training fee. School districts may also have to cover the costs of releasing their teachers to attend the inservice training workshops. If the adopting site does not have the equipment required to implement the program, the cost to acquire the necessary equipment will be approximately $1,550. Once the curriculum materials have been purchased and initial training has occurred, the program can be operated with no additional cost factors.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at the project's demonstration sites. Project staff is available to conduct out-of-state awareness meetings. Training can be conducted either at the project site or at sites selected by potential adopters or by NDN State Facilitators.

Contacts **Leni Posner, Specialist, Grants Assistance Unit, Los Angeles Unified School District, 450 North Grand Avenue, Room G-286, Los Angeles, CA 90012, (213) 625-6596. Charles Schleiden, Project Disseminator, Bell High School, 4328 Bell Avenue, Bell, CA 90201, (213) 773-2408.**

Developmental Funding: ECIA Chapter 2

JDRP No. 86-16 (9/25/86)

Preparing Instructional Teams To Teach Effective Citizenship Education. A program that equips teams of educators to deliver a law-related education course that improves students' citizenship.

Audience Approved by PEP for teachers, building administrators, and resource persons who will present the course to eighth and/or ninth grade students.

Description Many law-related education (LRE) courses exist with curriculum materials only, without a mechanism to change student attitudes and behaviors related to citizenship. In this program, educators are prepared to increase students' knowledge of the law and legal processes and reduce student delinquency by increasing law-abiding behavior.

The program's team approach involves simultaneous training of teachers, building administrators, and police officers -- all of whom are considered critical to the success of changing student attitudes towards delinquency. Teachers build their proficiency in instructional and classroom management strategies, including handling student debate. Police officers become adept at interactive teaching strategies, ways to deliver information to young students that law enforcement officials take for granted, and methods to help students realize that the officer's presence in the classroom is not an intrusion, but a learning opportunity. Building administrators are encouraged to be supportive and informed about the connections between the LRE course and their own actions (such as school governance).

Training includes instruction, demonstration, practice, and debriefing. The preferred length of training is six days, with participation by police officers for at least two days. Participants receive a textbook and 200 pages of reference material including sample lessons.

Evidence of Effectiveness Eighth and ninth-grade students taught a one-semester LRE course by teams who have completed our training not only gain knowledge of the law and legal processes, but exhibit more favorable attitudes toward school, teachers, police, and law-abiding behavior, and less frequent delinquent behavior in and out of school than students in the same grades at the same schools who are taught conventional social studies or civics courses as measured by pre- and post-program student questionnaires.

Requirements Minimal requirements include agreement by a local law enforcement agency to allow one or more officers to participate for at least two days of training and serve as co-teachers for two hours of classroom time per week, and commitment by one or more social studies teachers and one building administrator (per school) to attend six days of training and provide a nine-week LRE course.

Costs for a typical four-person team from one school are $1,650, including all materials needed by team members but not student texts (estimated at $15 per student) or food, lodging, travel, team members' pay, and personal expenses. Costs for paying participating law enforcement officials for classroom participation must also be considered. Training takes place at the University of Colorado.

Services **Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated).**

Contact **Robert M. Hunter, University of Colorado, Center for Action Research, Bureau of Sociological Research, Campus Box 580, Boulder, CO 80309. (303) 492-6114.**

Developmental funding: National Institute for Juvenile Justice and Delinquency Prevention;
Colorado Division of Criminal Justice.

PEP No. 88-09 (3/15/88)

PRISMS: Physics Resources and Instructional Strategies for Motivating Students. A physics program that relates physics to the lives of high school students and stimulates students to develop reasoning/science problem-solving skills.

Audience Approved by PEP for students in grades 10-12 with backgrounds in beginning algebra, especially for those students who need additional motivation to learn the concepts and practical applications of physics.

Description PRISMS blends exploratory activities, concept development and application activities into a learning cycle. The concepts addressed in the *PRISMS Teacher Resource Guide* are those typically included in most high school physics courses including kinematics, dynamics, work and energy, internal energy and heat, wave phenomena, electricity and magnetism, and atomic and nuclear physics. High interest activities involving cars, bicycles, balloon rockets, dart guns, sailboats, etc., are utilized to teach the major concepts in physics. Exploration activities encourage students to observe relationships, identify variables, and develop tentative explanations of phenomena. Concepts are introduced through the experiences in this exploration phase. The student tests the generalization through observations in the application stage.

For each of 125 activities there are student sheets and teacher notes including teaching strategies, sample observations and calculations, a summary of the concept or outcome of the activity, and time required to conduct the activity. In most cases, there are multiple activities to support the learning cycle. The activities in the guide are an appropriate replacement of traditional laboratory experiments rather than supplementary materials. Student evaluation aids include a check list of indicators of student involvement in the laborator activities and a computer test bank of over 2000 questions keyed to course objectives and ranked by levels of reaoning according to Bloom's Taxonomy of educational objectives.

During one academic year of physics instruction, 10th - 12th grade students showed a significantly greater gain in physics achievement relative to a comparable control group which used conventional materials and teaching strategies. Gain was measured using two forms of the New York Regents Physics Examination on a pre-post test basis. In addition, PRISMS students also had higher gains in reasoning/science problem-solving skills compared to a control group which used conventional materials and strategies. Change was measured by using two forms of the Test of Integrated Process Skills (TIPS II) on a pre-post test basis.

Requirements To implement the program, the normal science laboratory facilities should be available. Several optional activities are provided that use computers for data acquisition. The physics teacher should understand the teaching strategies and be familiar with many of the activities before implementing the program. Inservice training for one to three weeks is highly desirable. PRISMS materials include the Teacher Resource Guide, two video tapes, and a test bank of questions for evaluating student learning at a cost of $150. Assuming 30 teachers attending a one-week training period, the cost for the training is approximately $130 per teacher. University credit is optional.

Services Awareness materials are available at no cost. Training is conducted during the summer at the development site at the University of Northern Iowa. In addition, staff are available to conduct workshops at other locations with costs to be negotiated. The principal classroom demonstration site may be visited by contacting Dr. Timothy Cooney listed below. For demonstration sites available for visitation near you, contact the PRISMS Project Office.

Contact **Roy D. Unruh, PRISMS, Project Office, Physics Department, University of Northern Iowa, Cedar Falls, IA 50614; (319) 273-2380 or Tim Cooney, PRISMS Demonstration Site, Price Laboratory School, University of Northern Iowa, Cedar Falls, IA 50613. (319) 253-2414.**

Developmental Funding: Iowa Department of Education
U.S. Department of Education - Secretary's Discretionary Fund
JDRP No. 87-4 (5/28/87)

REACH: Respecting Ethnic And Cultural Heritage.
Multicultural Education for All Students.

Project·REACH

Audience Approved by JDRP for all eighth grade students.

Description Project REACH is a multicultural education program designed for infusion into the regular U.S. History and/or Social Studies program. The program intent is to increase knowledge and understanding related to cultural diversity in America. The REACH curriculum process includes the following four phases:

Communications Skills: The students gain a basic understanding and practical skills in the areas of self-awareness, interpersonal communication, and group dynamics through communication skill-building and problem-solving activities. These activities provide a foundation for the cross-cultural experience and learning that occur later in the program.

Cultural Self-Awareness: The participants study their own cultural background, learn the meaning and function of culture, and become aware of the cultural diversity that exists in their own school. Each student engages in extensive research related to his/her own cultural, family, or community history and then produces a large visual project to be displayed at a Cultural Fair.

Multicultural Knowledge: American history is presented in a way that adequately reflects the experiences and contributions of Asian American, Black/African American, Latino/Hispanic, and Native American people. Students engage in learning activities which help them gain in-depth knowledge of their history and culture of different ethnic groups. *Ethinic Perspective Booklets* are used along with listening tapes.

Cross-Cultural Experience: After gaining knowledge and skills in the previous three phases, the students participate in a series of person-to-person experiences with people from different cultural communities. These experiences can include student exchanges, guest speakers, assemblies, and special field trips to different cultural areas.

Participants in Project REACH have demonstrated an increased level of knowledge related to the history and culture of America's non-white ethnic groups, and have also demonstrated a decreased level of social distance expressed toward these groups.

Requirements Project REACH is usually implemented in all social studies classes at one grade level within the middle school/junior high. No special staffing or facilities are required. Participating teachers are trained by Project REACH staff or certified REACH trainers before using the materials in their classrooms. Teacher Guide, student booklets, matching listening tapes, and related slide/tape and support materials are available for purchase from the Project REACH office.

Services Awareness materials are available at no cost. Project staff and certified trainers are available for out of town awareness sessions at the cost of travel and expenses. Follow-up consultation and monitoring are available to adopters. Visitors are welcome by appointment at the REACH office. Adopting school districts enters into a contractual agreement with Project REACH and an adoption fee is negotiated to cover costs of training and teacher materials. The REACH Ethnic Perspectives Series student booklets are purchased at a cost of $3.75 per booklet or $15.00 per set. The set includes: *An American Indian Perspective, The Black American Experience, The Asian American Experience,* and *A Latino/Hispanic Perspective*. A 20-minute video explaining the program is available for the cost of postage.

Project REACH is part of a 4-unit Multicultural/Global training and curriculum organization, The REACH Center. The program units include Global REACH (high school), Project REACH (middle/junior high school), REACH for Kids (elementary), and REACH for Excellence (higher education/business).

Contact **Gary Howard, Executive Director, or Bettie Sing Luke, Program Director, 239 North McLeod, Arlington, WA 98223. (206) 435-8682.**

Developmental Funding: ESEA Title IV-C

JDRP No. 84-16 (6/29/84)

Sci-Math. A supplement to the science or mathematics curriculum, usable in grades 7 through 12, that teaches problem--solving skills by using labelled rates for factor analysis, stretching and shrinking, and percent.

Audience Approved by JDRP for average to above- average students in grades 7-10, low achievers including educationally disadvantaged students taught at a slower pace in grades 7-12.

Description Sci-Math uses the mathematics of rates and ratios to simplify and unify problem-solving in science, mathematics, and everyday life. The material is available in two modules. The first contains no algebraic variables and is appropriate for all students from 7th grade math through physics. The second should be studied after the first and should be used with students who are confident in their use of algebraic variables. The program was developed by Dr. Madeline P. Goodstein at Central Connecticut State University with the support of the National Science Foundation.

Central Theme: The technique known as factor analysis, dimensional analysis, or labelled rates is presented in careful steps, showing all possible pitfalls in using the method, and showing how to avoid--or correct--them. The technique should be viewed by mathematics teachers as a necessary step-up in sophistication, since many problems involving rates can be solved in one large step, rather than in a series of small problems whose answers eventually may cancel each other. The method is particularly valuable with calculators. It also is valuable in demonstrating the difference between calculation and problem-solving.

Applications: The goal is to have students use labelled rates so that they become a life skill. Mathematics in everyday living involves and applies these same rate concepts in consumer purchasing, business, crafts, and industry. The Sci-Math approach to proportions enables even Piagetian pre-formal students to understand proportions and apply them to problem-solving.

Activities: There are 23 hands-on activities in the course. They all deal with situations familiar to students and relate to home, play, school, and business. Materials used are readily available and inexpensive: rulers, string, pennies, spoons, jars, masking tape.

Teacher Support: A Teacher's manual is available for each of the two modules, wth all problems worked out in detail. The manuals also provide record sheets, data, and answers to questions for the activities.

Time Requirement: Sci-Math can be used in many different formats, as a separate unit or as a parallel course. For advanced algebra, chemistry, or physics, a small group or individuals may study the modules in less than two weeks. For less advanced or younger classes, teachers may spend a quarter of the year or only a few weeks, depending on the depth of learning they hope to achieve. It is important that all teachers realize Sci-Math does not add material to their courses; instead, Sci-Math shows students new and efficient ways to solve problems that are already part of the course.

Requirements Sci-Math can be used in any classroom. Student modules and teacher guides are available at approximately $7 per copy from a commercial publisher. Materials are non-consumable and can be reused several times, making them cost-effective. Material costs for experiments and activities are minimal.

Services Awareness materials are available at no cost. Project personnel is available for one-hour awareness presentations, or training workshops of 4 to 6 hours. Costs for these services, as well as evaluation and follow-up, are negotiated with the sponsoring organization.

Contact **James P. McAuliffe, Sci-Math Director; Education & Technology Foundation; 4655 25th Street; San Francisco, CA 94114. (415) 824-5911.**

Developmental Funding: National Science Foundation

JDRP No. 82-20 (5/12/82)
Recertified (6/86)

Science-Technology-Society: Preparing For Tomorrow's World.

A multi-disciplinary approach to problem solving and critical thinking designed to promote decision-making and problem-solving skills needed to deal with issues at the interface of science, technology, and society.

Audience Approved by JDRP for all students, grades 7-12.

Description In our increasingly complex technological world, issues and problems also become increasingly complex. Students need more sophisticated problem-solving and decision-making skills to deal effectively with current and future societal issues. The goals of the PTW molecules are the development of logical, higher level thinking and social reasoning skills in the context of science, technology, and society. Serving as the guiding framework for the materials, activities, and teaching strategies, a sound instructional model is utilized to develop the skills necessary for students to move to higher levels of cognitive reasoning and citizenship.

Preparing for Tomorrow's World is comprised of a set of 12 independent curriculum modules. Topics covered include:

- Energy Use and Conservation
- Coastal Issues
- Technological Change
- Transportation
- Communications
- Medical Technology
- Urban Land Development
- Cultural Impact
- Space Travel

Modules are designed to provide appropriate material for students at grades 7-8, 9-10, and 11-12. Modules average $60 per unit. Since the materials can be reused over a period of several years, per pupil costs are reduced appreciatively. The modules have been successfully field-tested on over 6,000 students to complement courses such as English, science, reading, social studies, and biology. Student handouts, booklets and filmstrips are utilized in activities such as scenario writing, graphing, problem-solving, conducting surveys, and futures forecasting, to add another dimension to existing curricula. Discussion and debate among students encourages critical self-evaluation and promotes more complex reasoning ability and increased perspective-taking abilities. Depending on the modules selected and the course structure in which they are used, activities may be used in continuous sequence, interspersed throughout existing courses, or, as in the senior high grades, taught as discrete units of study.

Requirements No special staffing or facilities are required to implement ***Preparing for Tomorrow's World*** in any school district. This program is intended to supplement existing courses of study and to be utilized by the regular classroom. Because unique teaching strategies are employed, a two-day teacher training workshop is highly recommended for all teachers desiring to implement the program.

Services Awareness materials are available at no cost. Arrangements can be made, if given advance notice, for visitors to observe the program in use in various settings. Project personnel is available to attend out-of-state awareness meetings. Training is conducted at the project site or at the adopter site. Implementation, follow-up, and evaluation services are available to adopters. Costs for all services available to be negotiated.

Contact **Sopris West, Inc., 1140 Boston Ave., Longmont, CO 80501. (303) 651-2829.**

JDRP No. 81-10 (12/15/81)

Developmental Funding: USOE ESEA Title IV-C

Starwalk. A comprehensive earth/space science program for elementary students.

Audience Approved by JDRP for grades 3 & 5. The program has also been used in grades 4 and 6.

Description *Project Starwalk* provides instruction in Earth/Space science concepts to students in grades 3 to 5. The students receive a series of classroom lessons structured around three seasonal visits to a planetarium facility. Classroom lessons are designed as both pre and post-planetarium visit in order to prepare students for their activities at the planetarium, and to consolidate and further the learning after the visit. Planetarium and classroom teaching guides provide the instructional materials for the lessons.

Students in both levels are introduced to the seasonal stars and constellations during each planetarium visit. Students in level 3 study the concept of time as it relates to earth rotation and revolution. Students in level 5 study earth rotation, revolation and its axial tilt as factors in controlling seasons on earth. Classroom teachers participate in the planetarium lessons right along with their students.

Requirements The availability of a planetarium facility, either fixed-base, or portable is an essential component of this program. Classroom materials required are minimal, but should include a celestial sphere, and earth/sun model. Recommended classroom instructional time for each seasonal unit is about 6 hours, including planetarium lab visit. Inservice training requires two days, one for each grade level, and is conducted at the planetarium facility.

Services Awareness materials are available at no cost. Developer is available to attend out-of-state awareness meetings (costs to be negotiated). Visitors are welcome at project site during school year by appointment. Training can be conducted at adopter or project site. Training at project site, adopter pays own expenses and workshop fees. Training at adopter site, adopter pays developer's expenses for honorarium, transportation, lodging, and per diem. Training is not limited to school year but is available throughout the year. Implementation/follow-up services are also available. Cost of instructional, materials (Teacher guidebook, duplicating masters, and resource guide) $35.00 per package. One required for each grade level. Instructional materials from packet may be duplicated for participating teachers and students at adoption site. Per-pupil cost per year is dependent upon costs for student transportation, plaetarium utilization fees, supplies, and indirect costs.

Contact **Bob Riddle; Project STARWALK; Lakeview Museum Planetarium; 1125 W. Lake Avenue, Peoria, IL 61614. (309) 686-NOVA.**

Developmental Funding: Title IV-C, State and Local

JDRP No. 83-9 (3/4/83)

Stones and Bones. A Laboratory Approach to the Study of Biology, Modern Science, and Anthropology. An innovative program designed to enrich and meet the present modern or life science, biology, and physical anthropology courses.

ESEA TITLE IV-C
STONES & BONES
LOS ANGELES CITY SCHOOLS
L S B LEAKEY FOUNDATION
LOS ANGELES COUNTY MUSEUM OF NATURAL HISTORY

Audience Approved by JDRP for science students of all ability levels. The program has been successfully implemented in grades 7-12.

Description The program meets the needs of all ability students. The format is interdisciplinary in design and emphasizes active student participation through laboratory explorations. Modern (general) or life science and biology instructional units supplement, enrich, and extend current science curricula. Three instructional pathways emphasize the study of humankind:

Modern (General) Science Pathway: Designed to motivate non-college-oriented students. Each of the 20 laboratory explorations offers the general science student "hands-on" opportunities to investigate topics such as geologic time, measuring radioactivity, mapping, behavior of primates, and replica casts of fossil hominids. During this four- to six-weeks unit, students will also have an opportunity to simulate archeological excavation.

Biology Pathway: A four- to six-week overview of physical anthropology. The unit provides students with "hands-on," in-depth experiences as a supplement to physical anthropology in biology textbooks. A series of 11 investigative explorations focuses on topics including primate behavior and distribution, interpreting archeological records, primate locomotion and morphology, and replica casts of fossil hominids. This approach reinforces and extends many basic concepts taught in the study of biology.

Semester Course Pathway: This pathway in physical anthropology provides students the opportunity to study the story of humankind in depth. Laboratory investigations pursue such topics as phylogeny through time, continental drift, locomotion and behavior of primates, classification and morphology, as well as 14 fossil replica casts of Australopithecus, Homo Erectus, Neanderthal, and Cro-Magnon.

Instructional materials for all three pathways are highly self-directive, requiring minimal teacher training. In addition to printed materials, cast replicas of fossil casts and instructional materials used in the explorations have been validated to be scientifically accurate by the L.S.B. Leakey Foundation, Los Angeles County Museum of Natural History, and by world-recognized anthropologists from various major universities.

Based on the recommended basic materials needed for implementation, the start-up cost will be approximately $471 for modern (general) science unit, $895 for biology unit, and $1300 for semester course. An alternative is to implement the program with fossil cast photo reprints in actual size in lieu of the fossil replica cast; the cost will then be approximately $55 for each of the instructional pathways. Any number of classes can share the materials if classes are scheduled at different periods or days. There is no additional cost in subsequent years of operation.

Requirements *Stones and Bones* can be implemented in various ways. The selection of the pathway is determined by school and student needs. All three pathways require no special facilities or equipment. Existing classrooms and readily available items from any classroom such as rulers, scissors, and paste will be adequate. Teachers with none to minimal anthropology background will need no more than one day of training for initiating each of the three pathways successfully. Teachers' Guides for the three pathways are available to effectively implement the program.

Services Awareness materials are available at no cost. Visitors are welcome at project's demonstration school site by appointment. Training workshops are conducted at project sites and/or adopter sites with costs to be shared. Project staff is available to attend awareness meetings out of state with costs to be negotiated.

Contact **Sid Sitkoff, Director; Los Angeles Unified School District; Office of Instruction; 450 N. Grand Ave.; Los Angeles, CA 90012. (213) 625-6419. Milton Anisman, Disseminator; Physical Anthropology Center; 6625 Balboa Blvd.; Van Nuys, CA 91406. (818) 997-2389.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-29 (5/26/82)

Trade-Offs. A television/film program to improve and expand economic education with major emphasis placed on teaching students to apply economic ideas in problem-solving situations relevant to their lives.

Audience Approved by JDRP for all students, ages 9-13. Has been shown to be effective in rural, urban and suburban settings. First eight programs are also available in "signed" version for use with hearing impaired.

Description Although economics is an important part of our daily lives, rarely has it made its way into the elementary curriculum. Project *Trade-Offs* has prepared visual lesson components, teacher guided materials, and inservice training in order to introduce elementary students to the concepts and applications of economics. Fifteen lessons, each 20 minutes in length, are available as either video tape or 16mm films. A three unit filmstrip version is also available. The first four lessons deal with the economic fact of scarcity, and students learn a five-step decision-making model which helps them to develop skill in problem analysis and decision-making in both personal and social situations. Subsequent lessons address productivity and the market system. A Teacher's Guide is provided to facilitate classroom implementation and follow-up. Most of the suggested teacher techniques are highly flexible.

Trade-Offs can be integrated into mathematics, social studies, English, career education, or economics curricula, depending on the learning skills to be emphasized. Although lessons are primarily intended for use in sequence, they may be shown non-sequentially, again depending upon skills to be emphasized. Skills include: using fractions, decimals, percents, interest and ratios; creating and interpreting charts, graphs, and grids and problem analysis using the process of decision making.

An inservice program for elementary teachers has been developed for the total program, and although highly recommended, formal inservice is not required. The basic inservice program provides a model for teaching each lesson, suggests economic activities to build an understanding of the economic concepts covered, and offers an opportunity to view selected programs followed by activities and discussion.

Requirements No special staff is required. In-service training is not required, but evidence indicates that inservice is desirable. Assistance may be obtained through the Joint Council's network of Affiliated State Councils and Centers for Economic Education. *Trade-Offs* can be adopted by individual teachers or for school or district-wide use. No special facilities are required except TV monitors, 16mm projectors, or filmstrip projectors depending upon format used.

Services The Joint Council has a nationwide network of 50 State Councils on Economic Education and 275 College and University Centers for Economic Education, that provides basic services to school systems for curriculum development activities related to *Trade-Offs* adoption. Adopters may receive *Trade-Offs* progams via their local P.B.S. television station. Users in consortium areas may make copies of TV programs at no charge, or they may choose to purchase 16 mm color films or video- cassettes from AIT at special rates. Sets of sound filmstrips and Workshop Leader's Handbook (inservice guide) are available from JCEE at nominal cost. Awareness materials are available free upon request. Education Agency and Affiliated Council and Center personnel are available for on-site staff awareness meetings at no charge to adopter. Training services are available in many formats, most at little or no cost to users. When charges are made for inservice workshops, fees are negotiable.

Contact **S. Stowell Symmes, Director; Project TRADE-OFFS; Joint Council on Economic Education; 432 Park Avenue South; New York, NY 10016. (212) 685-5499 or Carol Koffarnus, Manager of elevision Services; Agency for Instructional Technology; Box A; Bloomington, IN 47402, (812) 339-2203.**

Developmental Funding: 48 State/Corp./Foundation

JDRP NO. 82-34 (3/25/83)

WIZE: Wildlife Inquiry through Zoo Education, Module II Survival Strategies. A life sciences program which improves understanding of concepts related to population, ecology, wildlife conservation, and species for students in grades 7-9.

Audience Approved by PEP for all students, grades 7-9.

Description Combining classroom study with the unique scientific resources available at zoos, Survival Strategies explores issues related to wildlife survival in the 21st Century.

Using a non-traditional, multi-disciplinary approach, the program improves understanding of concepts related to population, ecology, wildlife conservation, and species survival. In small study groups and in highly motivating hands-on activities that encourage decision-making, Survival Strategies develops an understanding that animals are members of populations that interact with one another and that ecological processes affecting animals also affect humans. Involving an average of 15 weeks of instruction (for classes with at least four science periods a week; 20 weeks for those with fewer science periods per week), the program includes three zoo visits (or one combined visit if access to a zoo is difficult.) Using motivational activites, materials such as photo cards and worksheets, discussions, zoo visits, considerable homework, and Posterity, a roll playing activity, students are exposed to the scientific method and develop problem-solving skills, working towards solutions which cause the least disruption to the environment.

Along with Module I of WIZE (Diversity of Lifestyles, which explores habitats and survival techniques), Survival Strategies educates young people to approach difficult problems analytically and make decisions based on informed perspectives rooted in a firm understanding of complex scientific concepts. The two modules form a continuum in the study of wildlife ecology; however, each can serve on its own merits as an independent curriculum or as a supplement to an existing life sciences program.

After participating in Project WIZE for a period of 12 to 15 weeks, students in grades 7-9 significantly improved their understanding of life science concepts as measured by WIZE Module II test—Surivival Strategies. This claim is based on an experimental and comparison group study involving 196 students as well as pre- post-test results from Schools in 13 states involving 15,000 students.

Requirements No special facilities are required within an adopting school. Access to a zoo, or alternate natural history insitution, is recommended buy the program has been used by some teachers without such access. Although the detailed Teachers' Manual enables instructors to conduct the program successfully without special training, such training is useful and is encouraged for optimal implementation. Curriculum/learning materials include the following:

6 sets of 24 Discovery Cards
34 Student Resource Books: Survival Strategies
22 Phot Cards
41 student worksheets to accompany lessons
136-page Teachers' Manual for 23 lessons
2 cassettes and a 96-frame filmstrip
Posterity, a wildlife management game

Services Implementation of the WIZE Survival Strategies program requires the purchase of one kit at a cost of $325. Visitors are welcome by appointment to the project site for an awareness demonstration. Project staff is available to attend out-of-state awareness meetings. One-Three day training options are available in requesting district and states throughout the year. Follow-up assistance is also available to adopters.

Contact **Annette Berkovits, Curator of Education and Director of Project WIZE, Bronx Zoo, New York Zoological Society, 185th Street and Southern Boulevard, Bronx, NY 10460; (212) 220-5135 or 220-6855 or Donald Lisowy, NDN Project Coordinator, (212)220-5131 or 220-5136.**

JDRP No. 86-6 (4/9/87)

Developmental funding: National Science Foundation

WWAS: Women in World Area Studies. Eight two- to four-week units for secondary students on the history and culture of women in eight world areas.

Audience Approved by JDRP for students in grade 11.

Description This project has developed eight units on the history of women in Africa, China, India, Japan, Latin America, the Middle East (Islam and Israel), the USSR, and Europe (ancient Greece and Rome, Medieval/Renaissance times). Each unit is a self-contained instructional package consisting of one or two student books, a sound filmstrip, and a teacher's guide and unit test. These units are meant to be blended into regular social studies courses and, therefore, are organized chronologically from earliest times to the present.

Student books, ranging in length from 90 to 317 pages, relate the concept of cultural diversity to women's roles and status. Each book contains readings, case studies, group exercises, inductive lessons, and a bibliography to promote individual student research. Wherever possible women in each cultural area are allowed to "speak for themselves" through their diaries, letters, and oral histories. The teacher's guides contain an introductory essay on women in the particular cultural area, teaching objectives, suggested teaching methods and activities, and a unit test. Project-developed instructional materials accommodate a variety of teaching styles. Content is new, but methods and activities are those with which teachers are familiar. A sound filmstrip presents an overview of the history of women in each cultural area. Each filmstrip has a guide with a complete narration and suggested discussion questions. The filmstrip on the history of women in Latin America comes with Spanish and English language tapes and guide narrations in both languages.

Requirements For each unit desired a set of books is necessary. WWAS suggest that at least two units be adopted. The program is a flexible one that can be used in a wide variety of ways. A manual is available from WWAS to aid teachers interested in integrating women's history into their curriculum. Adopting districts should plan for a one-day teacher training workshop before adoption to introduce WWAS materials. A follow-up half-day workshop at the end of the first unit is desirable to address teacher questions or problems.

Services Awareness materials are available. Visitors are welcome at the WWAS offices, The Upper Midwest Women's History Center for Teachers. Training is conducted at the Women's History Center or adopting sites (costs to be negotiated). Testing materials and follow-up services are available (costs to be negotiated). Student books can be purchased through WWAS at a special 20% discount for 10 or more copies of the same title. Book prices range from $7.95 to $11.95. Teacher's guides are free with purchases of 20 or more books in one title. Purchase of the sound filmstrips is recommended. A number of teaching aids are available from WWAS free of charge to adopting school districts.

Contact **Marjorie Bingham or Susan Gross, Co-Directors; Women in World Area Studies; St. Louis Park Schools; and The Upper Midwest Women's History Center for Teachers; Central Community Center; 6300 Walker Street; St. Louis Park, MN 55416. (612) 925-3632.**

Developmental Funding: USOE ESEA Title IV-C, the Northwest Area Foundation,
the National Endowment for the Humanities, the Japan Foundation,
and the Cultural Foundation of Tokyo

JDRP No. 80-40 (12/22/80)

ZOO: Zoo Opportunities Outreach. A series of curriculum materials related to the study of animals to supplement and enrich existing classroom programs through experiential learning.

Audience Approved by JDRP for K-6 students of all abilities.

Description Project ZOO is a science-oriented animal studies program that offers varied multisensory and multimedia learning experiences to augment zoo field trips. While children explore the world of animals and learn about conservation and ecology, activities are introduced in which students experience not only science, but aspects of language, mathematics, social studies, music and art. Through the use of nearly 300 project-developed materials, six units of study are explored: *Animal Characteristics, Animal Behavior,* and *Animal Homes and Habitats* for primary grades; and *Classification, Adaptation, and Interdependence* for the intermediate grades. Study prints, flash cards, student booklets, worksheets, and games make the program an interesting and successful experience, stimulating more self-direction and causing more positive personal interaction. The materials accommodate any learning style and have proved effective even though a trip to the zoo is not possible. The teacher's unit book contains background and introductory information, activity suggestions, and a bibliography of resources. This manual, along with all needed materials, comprises a teaching kit. Materials include worksheet activities such as crossword puzzles, word search games, and matching items that can be enlarged for posters or games. These materials were teacher-created to reflect teacher needs and can be used in regular classroom programs. A sample kit of materials is available for review.

During development, students in project classrooms were compared with students in similar control classrooms through use of unit tests. Experimental students gained significantly more than comparison students in their knowledge and understanding of the concepts and processes of each of the six project units.

Requirements Full or partial adoption can be made. It is Project ZOO's suggestion that the Characteristics, Behavior, and Homes and Habitats kits be used for K-3, and Classification, Adaptation, and Interdependence of Animals be used in 4-6. With the teacher unit book that comes with each kit, teachers can teach the units without training, but Project ZOO highly recommends a one-day workshop session.

Costs Since single kits can be purchased, each kit is individually priced. The kits are self-contained except for occasional materials, such as yarn, paper and plastic bags, which can be easily procured locally at little or no cost. The cost of individual kits are: *Characteristics,* $110; *Behavior,* $80.00; *Homes and Habitats,* $85; *Classification,* $233.50; *Adaptation,* $203.50; *Interdependence of Animals,* $195.50. Complete set, $859.75.

Services A sample kit is available for 15 days free examination. Training is done at adopter site.

Contact **Steve Binkley, Carolina Biological Supply Co., 2700 York Rd., Burlington, NC 27215. (919) 584-0381.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81/18 (9/17/81)

ECOLogy: Environmental Career-Oriented Learning. A project aimed at infusing ecological concepts, career information, and futures understandings into basic skills subject matter.

Audience Approved by JDRP for grade 2 students of all abilities.

Description The project's goal is to infuse ecology/science concepts, career information, and futures understandings into basic skills subject matter using an easily implemented format. Cycles, recycling, food, nutrition, pollution, and careers are all topics of the ECOLogy program. The project uses a motivating series of lessons/units/strategies/activities designed by teachers. Each unit is packaged to be used in a classroom over a four-week period, typically for one hour per day. The units are called Environmental Learning Experiences (ELEs), and many of them have supporting Project Activity Kits (PAKs). Six primary, 14 intermediate, and 8 secondary units, some of which have supporting Project Activity Kits, are available. Fifteen of the units have activities that relate specifically to the development of higher-level thinking skills—analyzing data, identifying trends/patterns/sequences, predicting outcomes, testing outcomes, and exploring open-ended questions. Fourteen of the units have information and activities that relate specifically to career information and career understandings. These materials are coded to understanding jobs, relating basic skills to occupations, entry into the labor force, job availability, relating jobs to personal potential, education and training opportunities, and job-securing skills. Each ELE is attractively packaged with a picture of the Project Activity Kit, background information, conceptual overview, master material list, and preunit activities and guided lessons. The contents of the unit focus on energy, water, air, solid waste, and noise. The materials are easily adopted by individual classroom teachers.

Contact **Bill Guise; Highline School District; 15675 Ambaum Blvd., SW; Seattle, WA 98166. (206) 433-2453.**

Developmental Funding: USOE ESEA Title III

JDRP No. 75-80a (12/18/75)

Institute for Political And Legal Education (IPLE). A secondary social studies program designed "to turn students on to active citizenship." Approved by JDRP for students of all abilities, grades 9-12. Materials have been used in grades 6-8.

Description Model Congress/IPLE introduces students in grades 6-12 to the American political, legislative, and legal processes. While usually incorporated in the Social Studies curriculum, the program can be used in a gifted program or as a club or other special interest option. Model Congress/IPLE is flexible enough to be implemented as a full year curriculum, a semester option, or as a single unit of study.

The curriculum, originally developed by IPLE staff and New Jersey teachers, stresses active participation by students through a variety of activities including role play, simulations, value clarifications, case studies and practical experiences. The core of Model Congress/IPLE is a simulation of the Federal Congressional process and this part of the program is particularly motivating for students. The research, writing, and debating skills and the self-awareness that the process generates, gives students tools they can use long after the simulation ends.

Materials include *Voter Education, Model Congress Resource Manual, Techniques for Introducing the Law,* and *Individual Rights*. An additional volume, *Juvenile Justice*, is also available. While there is a logical sequence from one manual to another, each is independent and can be the basis of a separate elective course or be incorporated into an already existing course.

Materials may be used without training and are available outside New Jersey through an Associate Membership. Training for a group of six or more educators can be arranged upon request.

Contact **Rebecca McDonnel, Director; Institute for Political and Legal Education,; Educational Informational and Resource Center, 700 Hollydell Court; Sewell, NJ 08080. (609) 582-7000.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-92 (9/18/74)

Law Education Goals And Learnings (LEGAL). A comprehensive law-related curriculum program designed to promote student understanding of the criminal justice system and of the civil justice system (particularly as it relates to consumers). Approved by the JDRP for secondary-level students, grades 7-12.

Description Using the LEGAL curriculum program, students have the opportunity to become more knowledgeable about the legal system and to apply their knowledge in problem-solving situations. The program enables students to develop decision-making strategies while utilizing behaviors compatible with the legal codes of contemporary society. The LEGAL program includes components for student instruction and teacher inservice training. Project materials provide guidelines for community research and support for a wide range of classroom instructional activities. For grades 7-9 (the LEGAL Jr. program), the curriculum materials consist of two detailed instructional guides (Criminal Justice and Consumer Law); a workbook (in student and teacher editions) containing 10 field experiences and 10 alternative classroom activities (with five sound filmstrips); teacher implementation and resource guides; program assessment instruments; and a support manual for managers (with administrative guidelines) to aid in program implementation. For grades 10-12 (the LEGAL Sr. program), the curriculum materials consist of two detailed instructional guides (American Justice System and Community Law); a workbook (in student and teacher editions) containing four law resource units; a workbook for students that contains guidelines for the community law research project (with three sound filmstrips); teacher implementation and resource guides; program assessment instruments; and a support manual for managers (with administrative guidelines). LEGAL inservice training for teachers provides a means through which appropriate instructional strategies can be developed, community resources can be identified, and program implementation procedures can be facilitated.

Contact **Ron Cold, Coordinator; LEGAL; Dade County Public Schools; 1450 N.E. Second Ave. (Room 933); Miami, FL 33132. (305) 376-1951.**

JDRP No. 80-19 (8/18/80)

Developmental Funding: USOE ESEA Title IV-C

Law in a Changing Society (LCS). A social studies program designed to improve the citizenship skills and attitudes of students by providing them with an operational understanding of the law, the legal process, and its institutions.

Audience Approved by JDRP for teachers and their students in grades 5-12. This program has also been used with students in grades K-4.

Description Curriculum materials complement subjects traditionally taught in social studies classes. A broad range of topics and concepts is addressed in the units, in which constitutional issues and the functioning of our legal system predominate. Curriculum materials are activity-oriented, and legal content provides a natural vehicle for developing skills related to critical thinking and reasoning. The strategies encourage students to respond at higher thinking levels, consider alternatives and consequences, and evaluate both their own and society's solutions to the social, political, and economic issues that have been resolved through judicial questions. Students are exposed to the legal system's strengths and ways to participate in the system, and encounter positive experiences with functionaries in the legal system. The format of the classroom materials makes them easy to use. Each unit contains a detailed teacher's lesson plan, materials for students, and a handbook describing 27 strategies to be used. An important part of the curriculum is the use of community resources. The local bar association, police department, judiciary, and other legal agencies and groups provide resource speakers and field trip opportunities essential to the program.

Contact **Hope Lochridge, Director: Law in a Changing Society; Law Focused Education, Inc., P.O. Box 12487, Austin, TX 78711. (512) 463-1388.**

JDRP No. 79-28 (7/10/79)

Developmental Funding: Titles III, IV-C and LEAA

LEGAL (Law Related Education: Goals for American Leadership). A curriculum to enable students to develop knowledge, problem-solving skills, and attitudes related to the functioning of the U.S. legal/judicial system. JDRP approved for all social studies students, grades 5, 8, and 11.

Description Research has found that traditional teaching approaches have failed to improve students' knowledge of the processes of the U. S. legal/judicial system. The goals, therefore, of Project LEGAL are for greater attention to teacher training and implementation of specific and sequential approaches to law and civic education. The first component of LEGAL's curriculum is the introductory unit that is taught in American history courses early in the school year. The unit consists of 10 lessons with teaching strategies that systematically and sequentially lead to the development of high level problem-solving skills. Teacher's manuals provide detailed lesson plans for this unit. The first four lessons enable students to discover that law affects their entire lives and that our Constitution and laws are based on societal and individual values. The fifth lesson presents situations to introduce the concept of legal values conflicts. The remaining lessons concentrate on the case method—analysis, formulation of issue and decision, and development of reasoning. The activities and examples are varied to meet the abilities of each grade level. The second component is the bi-weekly lessons that teachers prepare to fit into existing state-mandated history course content. Each of these lessons reinforces the knowledge and problem-solving skills presented in the introductory units. Traditional curriculum content is therefore presented, but through LEGAL's teaching strategies.

Contact **James J. Carroll, Director; 712 Ostrom Ave., Syracuse, NY 13244. (315) 433-4720.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81-39 (1/28/82)

Religion In Human Culture (RIHC). A social studies program about religious traditions and topics. Approved by JDRP for students of all abilities, grades 9-12.

Description Religion in Human Culture (RIHC) is a semester-length, elective social studies course about religion for high school students. It consists of six instructional units which may be implemented wholly or in part. These include a unit on religious expression and five separate units on the Hindu, Buddhist, Judaic, Christian, and Islamic traditions. RIHC is a program for learning about religions and is intended to help students acquire greater awareness, understanding, and appreciation of religious diversity. The curriculum content is consistent with United States Supreme Court decisions that public schools shall neither teach nor practice religion but may teach about religion as it affects human history and culture. The overall objectives for the Religion in Human Culture series fall within four categories established by the National Council for the Social Studies Curriculum Guidelines. *Religion in Human Culture* exposes students to religious diversity; develops attitudes of understanding and respect for the beliefs and practices of others; centers on the study of religions as part of the social studies curriculum; furnishes a total teaching package about the major religions of the world; follows an easy-to-use, lesson-by-lesson format; and emhasizes inquiry strategies, a developmental process, and substantive content.

Contact **Wes Bodin and Lee Smith, Co-Directors; World Religions Curriculum Development Center; St. Louis Park Schools; ISD #283; 6425 W. 33rd St.; Minneapolis, MN 55426. (612) 925-4300.**

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No. 79-32 (7/12/79)

SECTION N: Special Education/Learning Disabilities

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Communications Workshop (CWS) N-18
Elsmere Project N-2
ERIN: Early Recognition Intervention Network N-3
*I Can-ABC N-4
Individual Education Program in Physical Education (IEP/PE) N-5
*INSITE Model N-6
MAPPS: Multi-Agency Project for Pre-Schoolers N-7
*MARRS: Mainstream Amplification Resource Room Study N-8
Modification of Children's Oral Language N-9
NorthWest Special Education (NWSE) N-18
*Oklahoma Secondary Learning Disabilities Project N-10
PEECH: Precise Early Education for Children with Handicaps N-11
Peoria 0-3 Project N-19
Precision Teaching Project N-12
Programs for Children with Down's Syndrome and Other Developmental Delays N-19
*Regional Program for Preschool Handicapped Children N-13
Research Exchange for Computerized Individual Programs of Education (RECIPE) N-14
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SKI*HI Outreach N-15
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Teaching Research Data Based Model for PS Children with Moderate and Severe Handicaps N-17

** Projects currently funded by the NDN*

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
ACTIVE	N-1	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NEG	NEG	NEG	AL,OR,WA	1
CWS	N-18				✓	✓	✓		✓		✓	✓	✓	✓		✓	✓	None	3+
Elsmere	N-2			✓	✓	✓	✓		✓				✓	✓	✓	✓	✓	NC,NJ	2
ERIN	N-3		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	FL,NJ,LA	3+
I Can	N-4	✓		NEG	NEG	✓	✓	✓	✓				✓	✓		NEG	NEG	AL,AZ,CA,FL,IL,MA, MI,MN,NE,NY,TN,TX, UT,VA,OR,WA,WI,DC, IN	3+
IEP/PE	N-5				✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	NY,SC	2
MAPPS	N-7				✓			✓	✓		✓		✓	✓	✓	✓	✓	None	1
MARRS	N-8	✓			✓		✓	✓	✓	✓	✓		✓	✓		✓		IL,WY,OH,MN,WA	<1
MCOL	N-9			NEG	NEG	✓	✓	✓	✓	✓				✓	✓	✓	✓	ALL States	1
OK Secondary	N-10	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	WA,TX,NC,WI	1
PEECH	N-11		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	AL,IN,CA,OH,FL,IL, MO,AZ,CO	3+
PTP	N-12			✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	CA,FL,WA,MI,MT, UT,NM	2
PCDS	N-19			✓	✓	✓		✓	✓				✓	✓	✓	✓	✓		2
RPP	N-13	✓			NEG		✓	✓	✓	✓			✓	✓		✓	✓	TX,NY,CT	2
RECIPE	N-14					✓	✓	✓	✓				✓	✓		✓	✓	CO,CA,NE	2
Rutland	N-20			✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	None	3+

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
Ski *Hi	N-15		✓		✓	✓	✓	✓	✓	✓			✓	✓	NEG	NEG	NEG	None	3+
Success	N-16			✓	✓		✓		✓				✓	✓	✓	✓		None	2
SIMS	N-20			✓	✓	✓	✓		✓				✓	✓	✓	✓	✓	IA,MN	2
Teaching Research	N-17		✓		✓	✓	✓	✓	✓	✓			✓			✓	✓	AK,CA,AZ,IN, NM,CT	3+

ACTIVE: All Children Totally InVolved in Exercising.

A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical activity program for handicapped and normal individuals.

Audience Approved by JDRP for handicapped, ages 6-60, nonhandicapped, grades K-9, physical education teachers, special educators, recreation teachers, and para professionals. It has been used in other settings and grades.

Description Project ACTIVE has been developed to serve handicapped individuals, but is equally applicable to slow learners and normal and gifted children. ACTIVE offers a training program to provide teachers with those skills/strategies necessary to implement an adapted physical education program, diagnostic/prescriptive curriculum manuals and materials addressed to the entire gamut of handicapped conditions, and consultant services to assist implementers during the installation phase. Program strengths include extreme flexibility for adoption/adaptation, a total curriculum package that can be implemented immediately at minimal cost, compliance with the federal mandate requiring "written education programs for the handicapped population," unlimited support services to enhance successful implementation, and accountability features to enhance administrator/ community support. Student instruction is based on instruction format (i.e. the program is structured to ensure that trainees acquire the skills, knowledge, and attitudes stressed), with emphasis on trainee exposure to handicapped individuals in a field setting. Participants are trained to diagnose and assess pupil strengths and deficiencies and to prescribe motor, perceptual-motor, physical fitness, posture, nutrition, and diaphragmatic breathing tasks accordingly. ACTIVE has developed low motor ability, low physical vitality, postural abnormality, nutritional deficiency, and breathing problem components for mentally retarded, learning disabled, and emotionally disturbed student populations. No special facilities are required. Comprehensive programs can be initiated in limited space. A 30' x 60' area removed from other teaching stations is ideal. If P.E. equipment is available, cost per school varies between $50 and $300. District commitment includes implementation of at least one aspect of the ACTIVE program in three or more classes that meet for a minimum of three 30-minute periods per week for one year, allocation of time for the trainee to train at least one staff member, and transmission of pre/post data and end-of-year evaluation report to project.

Requirements Program may be implemented in a single class, a school, or an entire district. Five discrete curriculum components enable the district/agency to adapt the program to students with varying abilities in grades pre-K through 12. Training programs are adapted to comply with needs of the teachers and schools. Existing personnel can be used to obviate the need for additional staff (e.g. by inclusion of the ACTIVE program in the special education curriculum or by use of the team teaching approach.) Instructional facilities may vary from 30' x 30' to 30' x 60'. Implementation schedules for each trainee must be submitted to the project prior to training.

Costs Complete training model kit (12 manuals and three packets of spirit masters), $100. (Kit manuals provide guidelines for planning an individualized-personalized physical education program for students with any type of handicap. Other supplementary materials are available. Unit orders are available and must be prepaid). Installation costs are minimal. Personnel can be reassigned. Regular P.E. equipment can be used. Materials are available at the address below.

Services Awareness materials are available at no cost. Visitors are welcome at project site two days per month between October and May and at additional demonstration sites in home state and out of state. Project staff may attend out-of-state awareness meetings (all expenses must be paid). Training may be conducted at project site during the last two weeks of each month from October to May (adopter pays only its own costs plus cost of texts). Training is also available at adopter site (adopter pays own costs, including $58 for mini-course or $100 for maxi-course per trainee for cost of texts). Follow-up services are available to adopters.

Contact **Joe Karp, Director; Project ACTIVE; 13209 NE 175th, c/o Sorenson Bldg., Woodinville, WA 98072. (206) 485-0427.**

Developmental Funding: USOE ESEA Title III

JDRP No. 74-97 (9/18/74)
Recertified (1/85)

Elsmere Project. A basic skills vocational program for trainable mentally retarded, ages 5-21, that serves as a model for districts implementing special education programs in compliance with P.L. 94-142.

Audience Approved by JDRP for students ages 5-21 classified by child-study teams as trainable mentally handicapped (TMH).

Description The *Elsmere Project* meets the individual needs of TMH students by providing individualized scheduling of instruction in five essential areas: academics, socialization, independent living, prevocation, and vocation. For each area, the curriculum has a double orientation. First, the program emphasizes the acquisition of self-sufficiency to the highest degree possible. The project prepares students to function in the community, to work, travel, shop, enjoy leisure time and relate to others. Second, vocational skills are presented through these learning areas. Thus, skills and attitudes necessary for engaging in work are emphasized in all learning areas.

Each student is exposed to a simulated work atmosphere, punching a time clock and so on. Students are involved in rudimentary training and work activities such as assembling, packaging and collating. Students participate in a vocational training program which reflects community manpower needs. On-the-job training is provided for students in the final stages of the training program. The Glassboro Trainable Assessment Profile (G-TAP), assists the teacher in placing students at the correct functioning level in each of the life skill areas. It is also a useful tool to measure yearly growth and assist the childstudy team in developing objectives for the Individual Educational Plan (IEP).

Because area business leaders are potential employers of TMH citizens, community involvement is an integral part of the project. On-the-job training and student job placement occur through community involvement. Advisory groups and service organizations assist the project by providing information on the skills necessary to prepare students for particular jobs.

Parent interest and participation is another component in the success of the Elsmere Project. Parents are provided the background required to perform activities at home that reinforce vocational skills taught at school.

Requirements The *Elsmere Project* is best adopted at the school level, but smaller units (one, two, or three classrooms) can make adoptions. A three-day training workshop must be attended by teachers and participating administrator(s). Adopter agrees to use project-designed student evaluation scale and to furnish data for comparison. Strong administrative support helps to ensure successful adoption.

Services Awareness materials are available at no cost. Visitors are welcome at original (school site) in Glassboro, NJ by appointment. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at project site or adopter site (all expenses must be paid, including trainer's fee). Implementation and follow-up services are available to adopters (travel and per diem must be paid). Start-up costs for training and curriculum materials: approximately $300 per teacher. Costs for vocationally related equipment and supplies vary depending on resources available. Maintenance costs are minimal.

Contact **Monika Steinberg, Project Manager, Elsmere Project, Educational Information and Resource Center (EIRC), 700 Hollydell Court, Sewell, NJ 08080. (609) 582-7000. FAX 1-609-583-4206.**

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No. 79-23 (5/17/79)

ERIN: Early Recognition Intervention Network. A curriculum/assessment program for teachers, coordinators, and parents to assist young children with special needs in regular and special education settings.

Audience Approved by JDRP for children ages 3-7 with mild to severe handicaps in mainstream or special settings, programs for regular and special teachers, program coordinators, and parents.

Description The ERIN system is appropriate for children ages 2-7 and their parents. It is used in both special preschool classroom/home programs serving children with moderate to severe special needs and in regular early childhood (nursery, Head Start, day care) and primary (K-1) programs serving mainstreamed mild to moderate special needs children integrated with their peers.

When adopting, each teacher implements a program of observation and curriculum modification for children with special needs. A local coordinator is trained to take over local training and monitoring of the program. The ERIN training program for adults (special or regular teachers and coordinators) provides the equivalent of three to six college credits through attendance at a 5-day Institute and on-site consultation by ERIN staff. A coordinated parent program for both special and mainstream children is optional.

The teaching adult makes materials and organizes his/her own learning environment to facilitate participation (social-emotional-affective), body awareness and control, visual-perceptual-motor, and language skills. Depending on the age of the child, these are organized into self-help, developmental concept, and academic readiness content areas. Initially, the curriculum approach focuses on general classroom/ home modifications of the physical space and daily time units, learning materials and their organization into learning sequences, the grouping of children, and teacher cueing/monitoring. This is followed by the teaching of specific skills to subgroups and/or individual children by the teacher, parent, or volunteer, with much greater intensity in specialized programs. The child's Individual Education Program is implemented in large and small groups and individually.

Requirements Initial five-day Institute for teacher/coordinators plus classroom follow-up by local coordinator, with on-site visit(s) by ERIN consultant during the first year. Strong administrative support is recommended for implementation of a range of regular and special classroom and home teaching components. Program replication requires teacher curriculum and assessment kits. A coordinator's training kit is also available. Maintenance involves no appreciable increase in most districts' current operating expenses. Materials required for program implementation, other than those stated above, are already found in most early childhood classrooms.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff is available to attend out-of-state awareness meetings. Training is conducted at project site and is also available at adopter site. Implementation and follow-up services are available to adopters. Costs for all services available to be negotiated.

Contact **Peter and Marian Hainsworth, Directors; ERIN Inc.; 376 Bridge St.; Dedham, MA 02026. (617) 329-5529.**

Developmental Funding: USOE BEH

JDRP No. 78-186 (7/13/78)
Recertified (12/84)

I Can-ABC. Improving the quality of physical education instruction for ALL students preschool through secondary.

I CAN
Achievement Based Curriculum Model

Audience Approved by JDRP for teachers (special education, physical education, adapted physical education, and/or combinations) of handicapped children in special and/or regular educational programs.

Description The ABC Model has five major components to help teachers implement quality school programs: assess, prescribe, teach, evaluate, and plan for essential objectives in physical education for children and youth from near zero to functional level of competency. The curriculum materials (I CAN) represent a bank of 200 student performance objectives for qualitative assessment, prescriptive instruction, evaluation, student reports, and a computer management system for the school program.

The ABC Model can be 1) implemented without exotic equipment or facilities; 2) implemented by classroom teachers, physical education specialists, or combinations; 3) adapted to local needs and resources to either develop a comprehensive mastery in learning program, preschool through high school, or supplement an existing program; and 4) implemented by the user in compliance not only with P.L. 94-142 but also in response to school reform movements—pursuit of equity and excellence in American schools for all students.

Evidence of Effectiveness 75% of students achieved meaningful, statistically significant gain score on objectives when the curriculum was implemented as intended; 85% of all teachers trained achieved competencies to implement the ABC Model. A school site may achieve certification as a Model Demonstration site by implementing the key elements of the ABC Model: document of program goals and objectives, prescribe and teach based on students' assessed needs, evaluate and report student and class progress, make recommendations for improvement based on student data.

Requirements Identify core staff to receive training and implement ABC: I CAN. Staff participate in 2-4-1 ABC Inservice Program: 2-Day Workshop to develop skills and knowledge; four follow-up visits within a 12- to 20-week period to support teachers' skill application (assess, prescribe, teach, evaluate); 1-Day Planning Workshop to evaluate implementation effectiveness and develop comprehensive program plan adapted to the class/school. Two options to meet this requirement: Individual receives monitoring training (4 hours) by CT and is provided with ABC: I CAN Monitoring handbook.

Services Awareness materials are available at no cost. CT's are available in more than 16 states with Leadership Training Centers located in colleges/universities in 9 states. CT's are available to conduct awareness sessions, provide training, answer questions to help districts fully implement and utilize the ABC Model and Curriculum Resource Materials available preschool through secondary. An ABC—I CAN videotape is available from your State Facilitator or Project Center. Training costs are shared: school/district, State Facilitator, and Project.

Contact **Luke Kelly, Ph.D.; Project Center ; University of Virginia; Curry School of Education; Ruffner Hall, 405 Emmet St.; Charlottesville, VA 22903, (804) 924-6192.**

Developmental Funding: USOE OSE and State

JDRP No. 81-13 (6/11/81)
Recertified (6/85)

Individual Education Program in Physical Education (IEP/PE): Physical Education for Handicapped Children. A program to aid in the development of physical education and recreation components for handicapped children.

Audience Approved by JDRP for all handicapped students, grades pre-kindergarten-12.

Description An evaluative, criterion-referenced physical education program that trains physical education and special education teachers in providing for the development and implementation of a high quality physical education/basic movement instruction for the handicapped child. The three focal areas of the program are assessment, writing IEPs, and remediation strategies. The project was developed to serve the handicapped child, but is equally adaptable to the normal and/or gifted child. Development is based upon sequentially developmental movement patterns.

The IEP/PE Program is comprised of a set of three independent curriculum models. Model subject matter include the following:

1. **Manual**
   - a) PL 94-142
   - b) Program implementation
   - c) Assessment information
   - d) Pre-skill 1 (locomotor)
   - e) Pre-skill 2 (manipulative)
   - f) Five fundamental movements
2. **Teacher Training Material**
   - a) Goals and objectives
   - b) Writing IEPs
   - c) Remediation activities
   - d) Program expansion
   - e) Specific handicapping considerations
3. **Basic Movement Manual**
   - a) Motor fitness (fine and gross)
   - b) Socialization
   - c) Self-help
   - d) Communication (expressive and receptive)
   - e) Cognitive

Models are designed to provide appropriate material for handicapped children preschool through grade 12. Models average $59 per set. Materials are designed to incorporate into the current curriculum or to be used independently; therefore, teacher training cost is reduced appreciatively. The model has been implemented in 14 states, training over 2,000 teachers.

Requirements No special staffing or facilities are required for implementation. A large room or gymnasium is sufficient. Because of unique teaching strategies, a two-day training session is recommended.

Services Awareness materials are available at no cost. Training is conducted at adopter site or at project site. Implementation, follow-up, and evaluation services are available to adopters. All costs for services to be negotiated.

Contact Gay H. Clement, Program Coordinator; Center for Developmental Disabilities; University of South Carolina; Benson Building; Columbia, SC 29208. (803) 777-4465.

Developmental Funding: Southeast Regional Resource Center

JDRP No. 81-41 (12/15/81)

INSITE Model. A home-based program for multi-handicapped sensory-impaired children through five years of age and their families to optimize the children's development.

Audience Approved by PEP for multi-handicapped sensory impaired children through age five and their families.

Description The major goal of the INSITE program is to identify young children who are multi-handicapped with sensory impairment as close to their birth as possible and provide them with complete home programming that will facilitate their optimal development.

Specific goals for the program are: the child will be able to interact meaningfully with other persons in the home and with objects in play; use residual sight and/or hearing as well as possible; build a communication system to convey their basic wants, needs, feelings, and observations; and reach the highest level of independence possible. Specific parent goals are: parents will have a warm, positive relationship with the child; understand the child's handicaps; provide a stimulating interactive home environment; and develop the skills and knowledge to become their child's case manager.

Elements of the program include identification and screening, direct services, support services such as physical and occupational therapy and medical services, and a program management system. All aspects of service are provided either directly or indirectly by INSITE support staff.

Evidence of Effectiveness INSITE children make greater developmental gains than would be expected due to maturation alone, with higher rates of growth during intervention. They have a much lower rate of institutionalization. Parents have learned to successfully manage their children's handicaps, promote development, and manage their families' social-emotional needs.

Requirements Minimal requirements for program implementation include one full-time or part-time parent advisor to make weekly home visits, basic training for six days, a two-volume INSITE manual and other teaching/testing materials, support staff and materials, and a supervisor (for larger programs).

Costs Costs per child for 11 months of service is approximately $1,750 including direct and indirect costs.

Services Awareness materials available at no cost. INSITE services include training, availability of printed materials such as manuals, and a basic program structure for replication in other sites.

Contact **Thomas C. Clark, SKI*HI Institute, Utah State University, Logan, UT 84322-9605. (801) 752-4601.**

Developmental funding: US Office of Special Education, Handicapped Children's Early Education Program, and the Utah State Legislature.

PEP No. 89-3 (3/24/89)

MAPPS: Multi-Agency Project for Pre-Schoolers. An intervention program for delayed infants and young children.

Audience Approved by JDRP for handicapped children, birth to age 5.

Description The *Multi-Agency Project for Pre-Schoolers* (MAPPS) is a home- and center-based intervention program for delayed infants and preschool children. The MAPPS model enables parents, paraprofessionals and teachers to intervene successfully with a minimum of training. To accomplish this, parents and other identified personnel are trained to use specific, detailed curricula as a guide for teaching young children. In addition to home-based training, the MAPPS model enables delayed children to be mainstreamed into existing preschool and day care services by training staff in specific intervention strategies. Originally, the MAPPS model was designed for use in rural-remote areas; more recently, urban and minority populations, including Native Americans, are now using the MAPPS model successfully.

A key component of the MAPPS model is the Curriculum and Monitoring System (CAMS), which covers six curriculum areas: receptive language, expressive language, motor development, self-help development, pre-academic skills, and social-emotional development. Developmental sequencing behavioral principles, and programmed instruction are the basis for the design and development of these materials. The system includes: 1) six sequenced curriculum programs with detailed teaching instructions appropriate for use by persons of various backgrounds, 2) a manual providing an overview of the CAMS model and explaining the use of the curriculum, 3) placement tests for each program, and 4) an introductory slide-tape presentation.

With the advent of Public Law 99-457, which requires the provision of a free and appropriate education for all handicapped preschoolers, there is an immediate need for high quality models of early intervention. The MAPPS model provides a highly effective method to serve young children and their families in a wide variety of settings.

Requirements The model can be used by parents, individual preschools, and any agencies serving infants and preschoolers with handicaps. Involvement of parents and/or classroom teachers is necessary for implementing the MAPPS model. If the model is adopted by a preschool or an agency, one teacher/monitor is required on a half time basis to serve approximately 20 children. Speech, O.T., P.T., and psychology presonnel should be available for consultation. Training for preschools and agencies consists of 1 to 2 days at the replication site depending on the experience and background of the persons being trained.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Training workshops are conducted at the adoption site with costs negotiated between the cooperating agencies. The cost of a complete set of the CAMS curriculum which covers the five developmental areas mentioned above is $48.00. One set is necessary per teacher/classroom. Follow-up visits and telephone consultation are available.

Contact **Glendon Casto; Project Director, (801) 750-2000; Vonda Lauritzen, Training Coordinator, (801) 750-2001; Utah State University, Developmental Center for Handicapped Persons, Logan UT 84322.**

Developmental Funding: USOE BEH

JDRP No. 80-7 (6/17/80)
Recertified (4/85)

MARRS: Mainstream Amplification Resource Room Study.

Project MARRS uses sound field amplification technology to enhance instruction, lessen teacher voice fatigue and improve student academic achievement in reading and language arts.

Audience Approved by JDRP for improvement of teaching and quality of instruction in reading and language arts for all students but especially students with mild hearing losses (MHL) grades K-6. The program has been used in regular and special education classrooms early childhood through grade 12 for instruction in all subject areas.

Description Project MARRS uses sound field amplification of the regular or special education teacher's voice in the presentation of the school's regular curriculum. Amplification equipment is installed in the classroom and the teacher wears a wireless FM microphone which permits freedom of movement in the classroom. The amplification allows the instructor to maintain a consistent signal approximately 10 decibels above the noise level in the classroom. Thus an improved listening environment is created for all students. Amplification enhances the clarity of oral instructions, promotes student attention, lessens teacher voice fatigue and increases academic achievement scores, particularly for students with mild (MHL) hearing losses who are to be found in all classrooms.

Data from the original study suggest 30% of all students in regular classrooms and as many as 75% of special education students have educationally significant hearing losses, many of which are undetected by routine school hearing screenings. MARRS provides a cost efficient alternative/ supplement to resource room instruction for mainstreamed mildly handicapped students as well as an effective environmental modification to benefit all students and teachers. Statistically significant gains in academic achievement are demonstrated by target students in the least restrictive environment at a fraction of the cost of resource room intervention.

In the 1-86 validated study using data from four adopting districts, a pre-post experimental-control group design was utilized to demonstrate that K-6 target students (MHL) receiving instruction in standard classrooms equipped with sound field amplification make statistically significant greater gains in standardized achievement scores than do target students in control (non-amplified) classrooms ($P< .05$).

Requirements No special staff, facilities, or curriculum materials required. The program is designed to enhance the ongoing curriculum, improve teaching, and create an improved listening/learning environment for all students. The adopting district purchases sound amplification equipment which is installed in classroom(s). Following a brief inservice teachers use amplification for oral instructon.

1) One time purchase of sound field equipment, which can be used for years with minimal ongoing costs. Cost per student varies with the number of children in amplified classrooms and decreases with subsequent years as equipment continues to be used. 2) Portion of costs (to be negotiated) for installation and in-service of local staff by project personnel. Release time for teacher inservice is not ordinarily required.

Services An NDN funded Developer Demonstrator Project. Awareness materials are available at no cost. Visitors are welcome at Project sites any time. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Implementation and follow-up services are available to adopters.

Contact **Helen Ray, Director, Project MARRS, Wabash & Ohio Valley Special Education District; Box E; Norris City, IL 62869-0905. (618) 378-2131.**

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81-27 (7/28/81)
Recertified (1/14/86)

Modification of Children's Oral Language. A special program for training staff to work with students having language disabilities.

monterey
learning
systems

Audience Approved by JDRP for language-handicapped students, preschool to adult.

Description The project uses the materials and instructional methods of the Monterey Language Program, which combines linguistic theory and behavioral technology. It is universal: appropriate for any individual with a language problem, regardless of the reason for that disability. The curriculum and program design include screening, placement, criterion testing, teaching procedures, branching, and data collection for record-keeping and evaluation.

With the Monterey Language Program, a teacher can obtain accurate pre- and post-test measures of a student's progress in syntactical expression. The project helps language-deficient individuals acquire new skills in a brief period of time. It is individualized and performance-based.

In addition to providing materials, the project provides teachers with an instructional strategy and assists them in becoming proficient in using the materials. Implementation of the project includes training, on-site supervision, refresher conferences, and data monitoring. Aides, parents, or other volunteers may be involved if desired.

The language program works with children and adults defined as language-delayed, deaf, hard-of-hearing, mentally retarded, or physically handicapped. It serves non-English-speaking, bilingual, or second-language students where appropriate. It is particularly valuable in early childhood education, classes for the educable and trainable mentally retarded, and speech and language centers. It permits language remediation services to be expanded without increasing staff.

Requirements An initial one- to four-day training workshop and a follow-up on-site visit are required. From two to four instructors may be selected for additional training, so they in turn can become trainers of new teachers in the district. Unit for training ranges from 10 to 25.

Costs Adoption costs vary according to the location of the adopting agency, number and experience of project participants, and degree of implementation. Required program materials cost $125 per participant. Maintenance costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff is available to attend awareness meetings (costs to be negotiated). Training is conducted only at adopter site (costs to be negotiated). Follow-up services are available to adopters (costs to be negotiated).

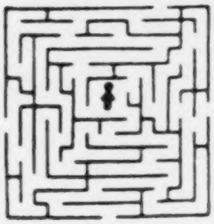
Contact **George H. Stern; Monterey Learning Systems; P.O. Box 51590, Palo Alto, CA 94303. (415) 969-5450.**

Developmental Funding: USOE ESEA Title III

JDRP No. 6 (4/16/73)

Oklahoma Secondary Learning Disabilities Project.

An individualized diagnostic/prescriptive teaching intervention system that has proven highly successful with learning-disabled at-risk adolescents.



Audience Approved by JDRP for learning-disabled students in grades 7-12.

Description The major goal of this project is to provide each learning disabled at-risk student of secondary school age within the target population with a specific prescriptive learning program enabling that student to develop skills and knowledge at a rate commensurate with his/her ability level. The model is designed to initiate the individualization process with the regular content teachers, thus demonstrating to them in a concrete, practical manner the efficacy and efficiency of this type of instruction.

A team of administrators and teachers including, resource room teachers, content-area teachers, and support staff are included in the training. This team provides a nucleus of key personnel that is a catalyst for school-wide change. Each team member identifies his or her individual roles in implementing the program as well as the interrelating aspects of the program. Special education teachers have expertise in techniques; regular education teachers in content. Combining the two areas results in successful educational prescriptions for all at-risk students. Methods for communicating and coordinating activities among all staff members are addressed in order to ensure successful mainstreaming.

Other areas covered in the training involve teaching a set of proven techniques and strategies for use in the regular content courses. Techniques for observing and adapting to each student's individual learning style are demonstrated and discussed. Techniques for adapting content-area material for students with deficiencies in each basic skill area are demonstrated. Once teachers are aware of specific reading levels, they are provided with adaptive techniques to improve the utilization of their materials, thereby increasing student motivation and performance. Modifications for content-area instruction are presented in each of four areas: adaptive, compensatory, remedial, and survival skills.

The cost for adopting the project is simply travel, lodging and per diem for one trainer during the two-day training, and one follow-up visit, $10.00 Training Manual for each participant. Dissemination products developed by our staff are available to further enhance the effectiveness of the adoption. A variety of high-interest, low-vocabulary commercial materials is recommended. Equipment required (tape recorders, filmstrip viewers, calculators) is commonly found in learning labs.

Requirements A classroom to use as a learning lab. A certified LD teacher to staff the learning lab. A two-day training workshop from the Oklahoma Secondary Learning Disabilities Project. Equipment and supplemental materials for students. A commitment to the model and its use by the adopting school district. Pre/post Wide Range Achievement Test scores of all students in program must be provided to developer project.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff is available to attend out-of-state awareness meetings. Training at project site is conducted; or training is also available at adopter site. Implementation and follow-up services are available to adopters .

Contact **Celia Meyers; Oklahoma Child Service Demonstration Center; 123 East Broadway; Cushing, OK 74023. (918) 225-4711.**

Developmental Funding: USOE; BEH; and Title VI-G

JDRP No. 76-103 (10/18/76)
Recertified (11/84)

PEECH: Precise Early Education for Children with Handicaps.

An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.

Audience Handicapped children ages 3-6 and their families.

Description The PEECH Project serves handicapped children ages 3-6 functioning in a wide intellectual range with a multiplicity of cognitive, language, speech, social, emotional, and/or motor problems. The majority of children are identified through community-based screenings for all young children. Also integrated into the program are children who have no special educational needs. These children serve as models for language, cognitive, motor, and social skills. Children are enrolled in a classroom program for a half-day five days a week. Educational needs are determined by systematic observations. This procedure provides information on each child's level of functioning in the fine motor, gross motor, language, general knowledge and school readiness, social, and self-help areas. Program features include a low student/teacher ratio, a positive approach to behavior management, extensive training and involvement of paraprofessionals as teachers, a carefully structured learning environment, and precise planning and evaluation of daily individualized teaching sessions. Families are involved through an extensive individualized program. Parent conferences, home visits, group meetings, classroom observation, and other activities are employed to help family members. A resource room serves as a lending library for parents and their children.

Research findings on the program effectiveness of the PEECH Project indicate that a reversed mainstreamed preschool program which provides classroom instruction based on developmental assessment of functioning can provide young handicapped children with the social and academic skills needed to perform adequately within regular elementary school classes (Karnes et al. 1981).

One staff member should be assigned the responsibility (and time) for coordinating screening, child assessment, classroom programming, staff training, and evaluation, and for acting as liaison with the PEECH demonstration site. Optimal staffing consists of one head teacher and one paraprofessional, with ancillary services from a speech and language therapist, psychologist, social worker, and occupational therapist, but a basic program can be implemented by a trained teacher and a paraprofessional if other support staff is available in the community.

Requirements Adopters must independently identify a source of funding and administrative support for the hiring and training of staff, for screening and identifying children, and for providing classrooms for the program.

Services Awareness materials are available at a minimal cost. Visitors are welcome by appointment. Project staff is available to attend out-of-state awareness meetings (cost to be negotiated). Training is conducted by means of 12-14, two- or three-hour workshops/site visits. Project-developed materials are provided to adopters at a minimal charge. A wide variety of commercially available instructional materials already found in most preschool classrooms is used.

Contact **Merle B. Karnes, Director; PEECH; Department of Special Education; University of Illinois; Colonel Wolfe School; 403 East Healey; Champaign IL 61820-5598. (217) 333-4890.**

Developmental Funding: USOE SEP

JDRP No. 75-74 (11/10/75)

Precision Teaching Project. A precision teaching model designed to remediate and build basic skills through practice and drill, setting performance standards, continuous measurement, and data-based decisions.

Audience Approved by JDRP for all students, grades K-4. It has also been used in other settings and the State of Montana has validated the use of Precision Teaching in grades K-12.

Description The overall intent of the *Precision Teaching Project* has been to develop a model for the delivery of educational services to elementary students who have been identified as experiencing learning deficits. *Precision Teaching* procedures have been used not only in identifying these students, but also as remediation tactics. (Precision teaching is a set of measurement procedures based on direct, daily assessment.) A resource room is provided for students with more severe learning deficits, while the regular classroom deals with basic skills and minimal problems. One-minute practice sheets are used extensively as a means of building basic tool skills to a level where students are capable of competing within the regular classroom. Direct and daily measurement procedures are employed, using both the manager and the student in recording and charting. Curricular decisions are based on available data.

Resource teachers as well as regular classroom teachers use the precision teaching procedures, which include curriculum materials developed within the project. Instructional methods include one-minute practice sheets from the *Precision Teaching* materials bank and data-based decisions made from the standard behavior chart.

The costs to the adopter include:

—Training Packets $15 per person

—Implementation Materials $375 per school (approx.)

In addition, the adopter is responsible for travel, lodging and per diem. There is also a negotiable training fee.

Requirements An adoption commitment can be made by a—distict, school, or classroom. Adopting units should include building or program administrators, support personnel (e.g., psychologist), and regular and/or special education teachers. Initial training requires two days and is available at project or adopter site. Additional follow-up training (three days maximum) is provided at the adopter site. In most cases existing facilities can be used.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out-of-state. Project staff is available to attend out-of-state meetings (costs to be negotiated). Training is available the entire year with costs to be negotiated.

Contact **Ray Beck, Project Director, Precision Teaching Project, Sopris West, Inc., P.O. Box 1809, Longmont, CO 80502-1809 (303) 651-2829.**

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No.75-25 (5/6/75)
Recertified (5/17/79)

Regional Program for Preschool Handicapped Children. Early intervention for handicapped children ages 3 to 5.

Audience Approved by JDRP for preschool handicapped children.

Description This is a comprehensive program of educational services intended to increase the verbal, perceptual, motor, and general cognitive skills of children with the following handicaps as defined by New York State: speech impaired, emotionally disturbed, multiply handicapped, learning disability, deaf or hard of hearing, visually impaired or blind, mentally retarded, and autistic.

Unique features of the program include: The Interactive Teaching Process in which special education teachers, teacher aides and clinical team members provide diagnostic/prescriptive teaching, language intervention and positive reinforcement on a continual basis in the classroom; The Transdisciplinary Team Model through which team members train each other and share roles in assessment, intervention and consultation; Parent Involvement Model, which includes the parent volunteer system, parent group meetings and an individualized approach to parent participation. Replication Training in each or all components is available to any preschool program. Over 450 classroom sites have replicated the Regional Program Model or component of the model. Manuals describing each component are available at cost.

Impact data collected on demonstration site and adoption site students show that students exposed to a full year of the program made statistically and educationally significant gains compared to national norms as measured by the McCarthy Scales of Children's Abilities. Regarding maintenance of effects, gains made by students during the first year of exposure were maintained after a second phase of instruction. Over 60% of Regional Program graduates since 1980 have been placed in regular school or transition programs when they reached school age. Parent participation and support for the Regional Program is exceptionally high. Parents demonstrate extensive knowledge of program components and report a high level of program satisfaction.

Requirements Any preschool program serving children with special needs, including Headstart programs, may adopt the Regional Program. Special staffing for implementation should include a speech therapist to work with the teacher on a part-time basis and other professionals available as appropriate to the program. The training addresses the three components of the program, The Interactive Teaching Process, Transdisciplinary Team Model and Parent Involvement Model. One or two days of training are provided based on a needs assessment process with the training site. All preschool staff should be involved in the training including teachers, clinical team members and paraprofessionals. Follow-up visitation allows for consultation and training of an on-site program monitor. A staff training manual is available for each component of the program and range in price from $7.50 to $16.00.

Services Awareness materials are available at no cost. Visitors are welcome at project sites by appointment. Project staff is available to attend out of state awareness meetings and conferences. Training is conducted at project site or adopter site (travel, food and lodging must be paid by adopter or cost sharing may be negotiated with State Facilitators).

Contact **Carol S. Eagen, Supervisor; Preschool program; Special Education Department; Putnam-Northern Westchester Board of Cooperative Educational Services; Yorktown Heights, NY 10598. (914) 962-2377 or (914) 245-2700 ext. 230.**

Developmental Funding: USOE BEH, State, and Local

JDRP No. 81-6 (6/29/81)
Recertified (9/26/85)

Research Exchange for Computerized Individualized Programs of Education (RECIPE). An instructional management system to increase I.E.P. objective attainment K-6 using a micro-computer based recordkeeping system.

Audience Approved for SLD students in grades K-6. Curriculum materials and computerized management system of objectives for reporting purposes have implications for elementary basic skill instruction with regular classroom students.

Description The RECIPE instructional management system provides banks of instructional objectives in the basic skill areas of Reading, Writing, and Mathematics organized into learning maps which provide the special education teacher with an organizational pattern for planning instruction. Banks of objectives are also provided for the areas of Foundation (pre-reading), Articulation, Socialization, and Motor Skills. The objectives are accompanied by two forms of a criterion-referenced assessment system and a listing of over 2,400 instructional strategies correlated to each objective by number. Student Activity Books and Audio Tapes are available for 25 of the basic skill learning maps with which the target population displayed the most difficulty. Teacher Guides and Answer Books are provided for the Student Activity Books. Additional planning materials, Parent Guides, and a student reward system are built into the RECIPE material package and delivery system process.

Micro-computers are employed as the vehicle for storing student demograhic data, creating I.E.P.S and implementation plans, tracking student progress, and generating I.E.P.s and Progress Reports in compliance with Federal Guidelines. Teachers interested in using RECIPE must undergo a 2-day inservice training session which includes the use of the micro-computer management portion. Student and program data are stored on floppy diskettes and RECIPE provides a detailed User's Guide for ease of computer interaction.

Requirements The RECIPE instructional management system may be implemented in a variety of educational settings ranging from a single classroom setting with one teacher and up to 30 students to a district level with multiple teachers and students. Data are managed by micro-computers in all settings. Training in the use of RECIPE instructional materials, processes, and micro-computer program uses is required. No additional staff are required for program implementation.

Services Limited amounts of awareness materials are available at no cost. As a Lighthouse Project, RECIPE welcomes visitors to the project site any time by appointment for demonstrations and observations. Project staff is available to attend out-of-state awareness meetings on a limited basis, and training is available at both the project site and adopter sites (price to be negotiated). Implementation and follow-up services are available to adopters (price to be negotiated). Replication costs will vary based on the number of teachers and students for one classroom (one teacher serving 30 students); approximate cost for program installation and training is $61.69 per student per year. Based on usage in at least two classrooms with 60 students, installation cost per student drops to $31.00 per student per year. Micro-computer hardware costs are not figured into replication costs. Continuation costs for RECIPE are estimated to be $18.50 per year, per student. Complete price listing is available.

Contact **Sanders Bell, Director; Project RECIPE; or Priscilla Cady, Training Specialist; Project RECIPE; 4747 S. Tamiami Trail; Sarasota, FL 33581. (813) 953-5000, ext. 141 or (813) 924-5800.**

Developmental Funding: JDRP No. 83-10 (3/4/83)

299

SKI*HI Outreach. A comprehensive program providing identification, hearing aid management, communication, auditory, and language facilitation through home management for hearing-handicapped children birth to age 6.

Audience Approved by JDRP for hearing-impaired infants and young children birth to age 6 and their families.

Description SKI*HI is a comprehensive program that provides screening, audiological, diagnostic and assessment services and a complete home intervention curriculum for hearing-impaired children (birth to age 6) and their families. It provides a family-focused, team management approach.

The program is designed to provide services to a state-wide or large population area; however SKI*HI effectively meets the needs of regional, district, rural, small and private agencies. It includes a system for hospital screening for high-risk infants. A diagnostic and supportive entry process ensures efficient, expeditious entry of children and families into the program.

A complete home intervention curriculum is provided. It includes the main program areas of the Home Hearing Aid Program, the Home Communication Program, the Home Auditory Program, and the Home Total Communication and Home Aural/Oral Language Programs. Training in the SKI*HI model includes curriculum as well as areas of parent readiness, home visit planning, delivering and reporting, family emotional support and the role and characteristics of a Parent Advisor. Psychological, emotional, and child-development support are provided for parents in the home. Weekly and comprehensive quarterly assessment of child and family is performed. Part-time parent advisors living in the area visit homes weekly to deliver the curriculum, which is targeted for parents. A format for home visits is provided.

A support system of ongoing audiological services, a hearing aid evaluation and loaner system, video units and tapes for total communication, hearing aid molds, psychological services, parent group services, and a comprehensive evaluation system are provided. Careful planning for transition to the next educational environment is included.

A national data system collects yearly information on demographic status and child/parent progress for all participating adoption programs. Data summaries are provided to each program. These summaries allow the program to evaluate its own effectiveness with the families it serves as well as to compare its effectiveness with that of the total body of SKI*HI adopting programs across the country.

Requirements One full-time or part-time professional to make weekly home visits is the minimum requirement. This person must have basic SKI*HI training in delivery of a home intervention program for hearing-impaired infants. Travel is necessary. For maximum effect, a hearing aid bank, hearing screening, and audiological, psychological, and child development services should be provided. Earmolds, library books, video-playback units, and total communication tapes should be provided. In larger programs, supervision and administration are necessary. The program should participate in the SKI*HI data collection and evaluation system.

Costs Complete services for 11 months (including all direct and supportive services) costs approximately $1,549 per child. Start-up costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter sites (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact **Thomas C. Clark, Director; SKI*HI Institute; Department of Communicative Disorders; Utah State University; Logan, UT 84322-9605. (801) 752-4601.**

Developmental Funding: USOE BEH

JDRP No. 78-192 (7/13/78)
Recertified (10/84)

Success. Four different instructional plans for a wide range of individuals to use to teach phonics and sight words.

Audience Approved by JDRP for children with reading difficulties, grades K-6; also being used in grades 7-12 and with adults.

Description Project Success provides four different phonics plans to increase instructional service time in teaching phonics and sight words to regular and remedial students in grades K-12 and adults. The plans include one-to-one, small-group, large-group , and a complete plan to train and supervise many tutors. Each plan has specific directions as to how to: (1) test and place students, (2) teach the materials, (3) measure and record performance, (4) motivate, and (5) communicate. The plans allow for more flexibility to match students to programs, move students between plans and create opportunities to involve others in teaching. The program is comprehensive because it provides so many different ways individuals can assist in improving reading instruction. The program can be managed by teachers, administrators, counselors, parents, or community organizations to provide instruction in 100 phonic skills and 220 sight words. Emphasis is given to sounding out words, recognizing sight words which cannot be sounded out, spelling words, comprehending what is read in stories and improviing reading speed. The program has been taught by a wide range of individuals including peers in grades 6-12, aides, teachers, psychologists, counselors, administrators, parents, community volunteers, etc. A simple, standard lesson plan card is followed to complete the four pages of exercises which comprise each lesson. The materials are complete to teach. They include the Teacher's Guide (for one-to-one,, small and large group), the Instruction Book (92 lessons) covering 399 pages, the Progress Book (consumable record of performance) and the Coordinator/Supervisor Book (tutoring program plan).

The program is effective because it is a "direct instruction" program which provides explicit step-by-step directions, uses daily and monthly review, demonstrates and models new skills, emphasizes high rate of student responses and immediate corrections, provides independent student practice and requires students to be firm and automatic in use of new skills.

Pre- and post-test measures of the success of learning disabled elementary students shows 4.2 month's gain for each month of instruction using the one-to-one plan with middle school tutors and 3.4 month's gain for each month of instruction using the small-group plan taught by aides.

Requirements The program materials and instructions are complete no matter which plan is chosen. On-site training is not required, but is available if desired.

Start-up cost will vary depending on which plan of instruction is chosen and how many students are involved. Some examples of per pupil costs are: (1) someone tutors only one student $135.00, (2) someone teaches small-group plan to five students $55.00 per student, (3) someone teaches large-group plan to ten students $45.00 per student, and (4) someone runs a tutoring program where ten students are tutored, but only five at a time $47.50 per student. Replacement costs are minimal, i.e. under the four examples given above the costs would be: (1) $12.50, (2) $2.50 per student, (3) $1.25 per student, and (4) $12.50 per student.

Services Awareness materials are available. Visitors are welcome by appointment. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated.) Training can be conducted at the project site (costs to be negotiated). Follow-up services are available to adopters, if desired (costs to be negotiated).

Contact **Ronald F. Smith, Director of Special Services; North Kitsap School District No. 400; 8998 N.E. West Kingston Road; Kingston, WA 98346. (206) 297-2969.**

Developmental Funding: USOE ESEA Title III **JDRP No. 75-28 (5/7/75)**

Teaching Research Data Based Model for PS Children with Moderate and Severe Handicaps.

A program for providing individualized skills instruction within the integrated preschool setting.

Audience Approved by JDRP for moderately to severely handicapped children ages 1-8, including those with mental retardation, cerebral palsy, autism, emotionally disturbance, deaf/blind and hearing impairments.

Description The model is a complete classroom management system with an environmentally referenced assessment approach designed to lead a teacher to selection of functional and environmentally relevent skills for each student with handicaps. Parent input is actively solicited to assist educational staff in prioritizing deficit skills. A matrix type process is utilized to determine instructional formats appropriate within the typical, activity based preschool setting. Instructional sequences are individualized to the needs of each child, but are taught within naturally occurring group activities which are completely integrated.

The Model prescribes a format for individualized programs in which the teacher specifies the skill to be taught, the way in which the materials are to be presented, and the feedback to be given to the child. Trained volunteers play an important role in this model. They are taught how to deliver cues and feedback and how to record child performance data in a specific manner. Maintenance of volunteer skills is objectively monitored by the teacher. The teacher uses the daily data to make teaching decisions concerning individual programs for the following day and to ascertain whether sequencing, cue presentation, or feedback need to be altered.

Group instruction comprises the primary approach to instruction for all children in the integrated setting and this is conducted by the teaching assistant or classroom aide. The teacher utilizes an observation-feedback approach for monitoring the maintenance of the aidis skills. Generalization of skills is an integral part of this activity based instructional program. Educators implementing this model also learn a proven system for managing inappropriate behaviors. Parents are encouraged to participate in the instructional program at school as volunteers and to assist their child to acquire new skills by providing relevant home based practice. Approximately 95% of the parents of project children are involved, in some manner, in their child's school program. Parent involvement includes options such as serving as a trained classroom volunteer, participating in daily communication (written or verbal), carrying out home based instruction simultaneously with instruction at school or providing opportunities to their child to generalize newly acquired skills at home and in community settings.

Requirements The model can be used by teachers serving children with moderate and severe handicaps in a self-contained setting although focus of the training is on implementing the model in integrated settings where the special educator might act as a consultant. Inservice training includes a five day practica-based session at Teaching Research and follow-up technical assistance visits to the trainees' work site.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Adoption of the Data-Based Model requires no special staffing ratios or unusual curricular materials. Therefore, standard operating costs for a special education classroom would apply. Training is conducted at project site. Costs incurred in training include: tuition, travel to Oregon site, and travel to trainees' work site for follow-up technical assistance on two separate occasions. Trainers are provided at no cost.

Contact **Joyce Peters; Teaching Research Division; Western Oregon State College; Todd Hall; Monmouth, OR 97361. (503) 838-8812.**

Developmental Funding: USOE BEH

JDRP No. 78-163 (3/27/78)
Recertified (6/86)

Communications Workshop (CWS). An alternative reading program for adolescents with learning disabilities. Approved by JDRP for learning-disabled readers, grades 7-12, with remedial reading needs.

Description Five essential elements support the *Communications Workshop* model: a personal, humanistic philosophy, an activities monitoring system, a program monitoring system, student motivation strategies and intervention strategies. The humanistic philosophy is based upon respect for the student as an individual and on the teacher's role as a facilitator of learning in an atmosphere that fosters pride and a positive response to the academic setting. Student responsibility for his or her own academic program nurtures self-motivation and self-discipline. The student activities monitoring system relies on systematic observations to yield data on time spent in over 100 possible classroom activities, patterns of time usage, materials used, instructional grouping and sequences of activity selection. The program monitoring system permits rapid collection and succinct posting of a wide range of data on each student's program, providing information on quantity, quality and level of work completed. The system signals the need for teacher intervention and permits early detection and correction of imbalances in students' individualized programs. The student motivation strategies enable the team to create and sustain student interest and are used to modify negative or inconsistent behavior through personally planned interactions. The intervention strategies enable the team to encourage active student involvement in personal academic programs and to discourage unproductive "nonacademic" activities by fostering more positive, personal teacher-student relationships. These strategies may be used to restructure the classroom environment to achieve desired academic results and provide for teacher-student accountability. Summer training offered at either adopter or home site. Adopter responsible for travel and per diem costs.

Contact **Joseph A Bukovec; Communications Workshop (CWS); Teaneck School System; Merrison Street; Teaneck, NJ 07666. (201) 833-5400.**

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 78-191 (6/5/78)

Northwest Special Education (NWSE). A systematic way of training classroom teachers to focus on specific learning disability (SLD) students. Approved for students with specific learning disabilities, grades 1-8.

Description *Northwest Special Education* is designed to offer classroom teachers a way to focus on individual students who have specific learning disabilities. Teachers are provided with new ways of observing children, interacting with students, parents, specialists, and each other. This project is effective for use as inservice for classroom teachers to comply with the "Bill of Rights for the Handicapped," P.L. 94-142. The central emphasis of the experience is on team planning in order to develop individualized educational programs. Specialized learning disabilities personnel are required to serve as team coordinators and in consultive and resource capacities for this special service. Regular staffings and monitoring of the teacher during the initiation of this clinical teaching approach are required. Project NWSE provides a framework for personalizing instruction. The critical elements are assessment, programming, and evaluating. The skills learned by the teacher are informal individualized testing, observation, planning objectives, developing curriculum, reporting, evaluating, and teaming. The teacher approaches the child in a systematic way to determine how to teach him/her effectively. The requirement of specificity in planning, reporting, and evaluating enables the teacher to be trained while providing services to the student. The teaching effort culminates in the development of a unique instructional material and method which is named for the student. An SLD student's success or failure in school is a function of the interaction between the student's strengths, weaknesses, limitations, and the specific classroom situational factors that the student encounters. The project format enables the learning specialist to help teachers develop the ability to conceptualize a child's problem.

Contact **Joan Bonsness, Project Director; Northwest Special Education; R.R. #1, Columbus, ND 58727. (701) 939-6501**

Developmental Funding: USUO ESEA Title III JDRP No. 75-7 (1/15/75)

Peoria 0-3 Project. Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3. A medical/educational model delivered in the home by parents with assistance from professionals.

Description The ongoing direct service program serves children 0-3 at risk, mentally retarded, and/or orthopedically handicapped. The service program includes a diagnostic and evaluation service, IEP planning, direct service, home-based programming (including occupational, physical, and speech therapy when appropriate), parent support systems, and a class for 18- to 36-month-old handicapped infants. Based on results of the Functional Profile, a project-designed tool assessing a child's functioning levels in six basic areas, the child's developmental program is designed by the parent and an interdisciplinary team composed of a social worker, a child development specialist, and occupational, physical, and speech therapists. This plan is reviewed weekly. Each discipline contributes activities, called targets, to the home program plan. The child development specialist takes weekly target lessons into the home, presents the lesson to the child, models it for the parent, records the child's baseline performance, and explains procedures for recording the child's response on an activity chart. Continuous monitoring of the activity chart, coupled with information from parents, permits appropriate changes in instructional strategies. Since many children in the program are multiply and/or physically involved, ongoing medical supervision is provided, and outpatient physical and occupational therapy services are available. Individual parent counseling sessions are available, and ongoing parent discussion groups are maintained. The program assists in agencies serving children ages 0-3 to develop or upgrade services to handicapped infants and toddlers. Individually designed to meet local needs, training involves an intensive two- or three-day initial workshop and four to six days of follow-up at adopter site.

Contact **Project Director: Peoria 0-3 Project; United Cerebral Palsy of Northwestern Illinois and Peoria Association for Retarded Citizens; 320 E. Armstrong; Peoria, IL 61603. (309) 672-6358.**

Developmental Funding: USOE BEH JDRP No. 79-1 (2/15/79)

Program for Children with Down Syndrome and Other Developmental Delays. Designed to accelerate and maintain developmental gains of Down Syndrome/developmentally delayed children.

Description The program has 2 major components: systematic instruction, and services to parents. The systematic instruction process consists of 5 basic steps: assessment; establishing goals and objectives based on assessment; planning programs to meet goals and objectives; implementation of these programs in the daily schedule; and evaluation through daily data collection and assessment. TheClassroom Assessment of Developmental Skills (CADS) is the assessment/ curriculum for the model. This developmental checklist is criterion-referenced and includes 5 skill areas: gross motor, fine motor, cognitive, communication, and social/self-help (birth to 8 years). Goals and objectives based on this instrument are identified in all skill areas for each pupil. There are 3 levels at which the model can be replicated: infant learning (birth to 18 months); preschool, including early (18 month to 3 years), intermediate, (3 to 4 years), and advanced (4 to 5 years); and kindergarten (5 to 6 years). The infant learning program is center based. Parents bring their children in for 1- to 2-hour weekly sessions, data are obtained to determine progress the infants are making towards objectives, and parents are provided with activities to implement at home during the daily routine. The preschool and kindergarten programs offer a balanced schedule of individual and large and small group instruction, and a variety of classroom activities planned to provide practice, transfer and generalization of skills. Parents and staff work together to maximize learning opportunities. At the preschool and kindergarten levels, parents continue to maintain a close working relationship with the program and receive training based on individual need.

Contact **Patricia Oelwein, Trainer, 13110 NE 25th Place, Bellevue, WA 98005. (206) 883-8193**

Developmental Funding: USOE BEH JDRP No. 75-64b (9/3/75)

The Rutland Center—Developmental Therapy Model. A community-based psychoeducational facility that offers a developmental curriculum to severely emotionally disturbed or autistic children, their parents, and teachers.

Description *Developmental Therapy* is a therapeutic curriculum for social and emotional growth used in a classroom setting with groups of 4 to 8 individuals. On the assumption that disturbed, autistic, or other handicapped children go through the same stages of development that normal youngsters do, but at a different pace, the curriculum guides treatment and measures progress by focusing on the normal developmental milestones that all children must master. *Developmental Therapy* has thus established itself as a "growth model" rather than a "deficit model." The model is composed of 4 curriculum areas (behavior, communication, socialization, and preacademics) arranged in 5 developmental stages, each requiring different emphasis and techniques. Special services to parents are an integral part of the approach. *Developmental Therapy* also emphasizes concurrent placement with nonhandicapped children. This mainstreaming aspect of the model requires that regular school experiences mesh smoothly with intensive *Developmental Therapy* experiences. In response to P.L. 94-142, resources are available that emphasize how to plan, implement, and evaluate an Individualized Education Program (IEP) using the developmental approach. The National Technical Assistance Office offers 4 types of technical assistance (information dissemination, program planning and design, training, and program evaluation). Project staff provide assessment of training needs, design an inservice instructional sequence, and implement the training program at the agency site with periodic visits. The Developmental Therapy Institute offers preservice and inservice training to school personnel serving school age emotionally disturbed children and youth. This project's purpose is to increase knowledge and skills of participants for using proven S.E.D. practices based on current developmental theory and research.

Contact **Karen R.Davis, Proj. Dir.; National Technical Assistance Office; 125 Minor St.; Athens, GA 30606. (404) 542-6076 or 549-3030. Mary M. Wood, Director; Developmental Therapy Institute; College of Education; 570 Aderhold Hall; University of Georgia; Athens, GA 30602. (404) 542-1685.**

Developmental Funding: USOE BEH JDRP No. 75-63 (9/3/75)

Systematic Instructional Management Strategies (SIMS). A program using management strategies and a structured, sequenced curriculum to help teachers plan appropriate instructional programs for disabled readers.

Audience Approved by JDRP for disabled readers grades 1-12 needing basic coding skills, and for learning disabilities teachers serving that population. This program has also been used in other settings with special education groups.

Description A discrepancy model for solving performance problems provides the framework for the SIMS curriculum. The SIMS curriculum consists of a hierarchical sequence of 53 objectives needed to acquire the basic coding skills of reading and spelling. The curriculum contains word and sentence lists for each of the 53 objectives to monitor the accuracy of skill acquisition for each individual child. Additional word lists for each objective are designed to monitor the proficiency with which a student decodes words of a particular pattern. There are four stories for each of the 53 objectives. Written language worksheets with controlled reading levels matching the word list level provide activities simultaneously developing the student's writing skills. Comprehension questions and worksheets for Scanning Stories are used to develop independent study skills. SIMS teachers are trained to use data decision rules to plan appropriate instructional interventions.

Contact **Karen Nelson, SIMS Project Coordinator; Division of Special Education; Minneapolis Public Schools; 256 Upton Ave. S., Minneapolis, MN 55405-3398. (612) 627-3168.**

Developmental Funding: USOE BEH Title VI-G JDRP No. 79-18 (5/15/79)

SECTION O: Dissemination Processes*

*Improving Instruction in Visual Arts Education O-1
*Teaching Geography: A Model For Action In Grades 4-12. O-2
*The National Faculty's "National Teaching Project" O-4

**Dissemination Processes Projects* (DPPs) were first funded as pilot projects in 1987 to increase the depth and breath of the National Diffusion Network (NDN). These projects are the large-scale programs that provide information, instructional materials, and services about specific content areas, bodies of research, or fields of professional development to education services providers. While the DPPs are broader in scope and mission--usually with national dissemination experience--than the projects which typically seek NDN support, it is generally expected that they would offer a comprehensive set of programs, services, or products related to a content area or field of research.

In order for DPPs to be eligible for dissemination, they must first receive approval by the Program Effectiveness Panel, just like the larger number of Developer/Demonstrators. However, sponsors of these projects do not necessarily seek validation of the various products, practices, or services, but rather, seek approval of their validation processes. The sponsors must make a convincing presentation that their abilities to select and disseminate projects, whether products or services, are as thorough and effective as the equivalent procedures used by the Program Effective Panel and the NDN. Because of the stringent requirements, it is anticipated that the number of approved DPPs will remain quite small. Educational service providers are encouraged to carefully examine these and any D/D programs before installing them at their local sites.

** Projects currently funded by the NDN*

SUMMARY OF PROJECT SERVICES

		AWARENESS											TRAINING						
		Dissem. Funds Available		Awareness Costs			On Site Visit. Available		Awareness Material				Staff Available		Costs			Certified Trainers Available	Training Time Required
PROJECT	Page #	NDN	Other	Hon	Trav	PD	Home Site	Adopt Site	Free Paper	Video	F/S	Other	Home Site	Adopt Site	Hon	Trav	P.D.	(State)	(days)
Improving	O-1		✔	✔	✔	✔	✔	✔	✔	✔			✔	✔	✔	✔	✔	AK,AZ,CA,FL,IL,IN,MN NE,NJ,OH,OR,PA,RI TN,TX,UT	1
National Faculty	O-4	✔			✔			✔	✔	✔				✔		✔	✔	None	2
Teaching	O-2	✔	✔	neg	neg	neg			✔					✔	neg	neg	neg	most states	1

Improving Instruction in Visual Arts Education

Audience Approved by PEP for all elementary and secondary schools.

Description The Getty Center for Education in the Arts has created a process for institutionalizing discipline-based art education in school systems through a combination of staff development, curriculum implementation, and organizational change. Discipline-Based Art Education (DBAE) is an approach to art education which derives its content from four disciplines: art history, art production, art criticism and aesthetics.

DBAE is not an art curriculum. It is a process for implementing the DBAE philosophy within the unique context of a school system which has, or can adopt, an art curriculum compatible with DBAE theory. Staff development and curriculum implementation processes are used in conjunction with a school system's written, sequential curriculum to build cumulative knowledge, understandings, and skills in art. The processes which are disseminated through this program include: orientation to the role of art in general education and the principles of DBAE; intensive engagement with art; planning for staff development on a district-wide basis; technical assistance for curriculum implementation; leadership development; evaluation of programs; and renewal programs for teachers, principals, superintendents, and school board members.

The Getty Center program and process build teams to implement district-wide art education programs. The eventual objective is for districts to commit themselves to sustaining a quality DBAE program which is self-sufficient (i.e., inservicing and support are maintained by the district itself). As a practical paradigm, the program uses staff development and support processes that are theory-based, research-tested, and verified by first-hand experiences with districts.

Section Process Methods for evaluating programs which result from the Getty Center process began with the Center's use of evaluation as a standard operating procedure. A naturalistic evaluation by an experienced art educator is central to this process, as is an empirical quantitative study of program and process effects. External evaluators prepare reports which assess progress in meeting the goals of the program. Through these evaluations, the Getty Center has, over five years, adapted to the changing needs of school districts, evolving over time and extending the variety of models offered. Consulting sites exist which exemplify the application of DBAE in different situations.

Delivery System Elements of a delivery system in place include: the Five-Year District Implementation Model, procedures, materials, and processes developed and evaluated over five years of operation; a faculty of art educators, experienced school practitioners, and many consultants in the art disciplines throughout the country who have participated in these processes; publications of the Getty Center for Education in the Arts with information on DBAE; and a growing national literature on DBAE. The program encourages a team concept in which a team from a school district (including the superintendent, school board members, classroom teachers, principals, and assistant superintendents/curriculum directors, for example) is professionally prepared to bring the DBAE program to the school system and successfully implement it.

Effectiveness The Getty Center makes three claims for increased educational effectiveness as a result of DBAE processes: teachers will teach art more frequently, intensively, and thoroughly, with more organization; students will have a broader encounter with art and can display a variety of skills, knowledge, and understanding of art disciplines; and participating districts will have built infrastructures which enable them to maintain and support their own DBAE programs.

Available Options Projects will take two forms, short-term, lecture/workshops and multi-year district-wide implementation.

Services Awareness materials are available at no cost. Awareness presentations, training, and consultation are available with costs to be negotiated.

Contact **Dr. W. Dwaine Greer, Director, Improving Instruction in Visual Arts Education, 1240 West San Lucas Drive, Tucson, AZ 85704. (602) 742-5953.**

Developmental Funding: The Getty Center for Education in the Arts, Los Angeles, CA PEP No. 88-15 (8/28/88)

Teaching Geography: A Model For Action In Grades 4-12. A dissemination process project providing geography education skills and knowledge to teachers of grades 4-12.

Audience Teachers in any discipline in which geography plays an important role; approved by JDRP for those teaching in grades 4-12.

Description *Teaching Geography: A Model For Action in Grades 4-12* is one of the National Geographic Society's (NGS) comprehensive efforts -- embodied in its Geography Education Program -- to enhance the status and effectiveness of geographic education nationwide. Teaching Geography's materials and services can be effectively utilized in any course in which geographic concepts and skills play a part -- such as history, other social studies, science or literature.

The Teaching Geography Project's goal is to help teachers increase their competence and confidence in teaching geography. Through a combination of materials, inservice workshops, and other support mechanisms, teachers learn to view geography in a conceptual framework based on five fundamental themes, and to develop the ability to present geography in this context to their students. Using this approach to learning geography, students can both understand the importance of basic geographic observation -- facts about location and place, as well as the more complex analytical concepts of geography relating to human interaction and development of the Earth.

A major emphasis of the Teaching Geography Project is the sharing of content, lesson plans, and teaching strategies that illustrate these five geographic themes: location, place, human-environment interactions, movement, and regions. Among the resources to introduce teachers to geographic themes and to assist educators in developing more meaningful lesson plans are:

- a handbook for teachers and administrators
- inservice workshops
- additional professional development and informational services through the National Geographic Society's Geography Education Program, such as summer institutes in geography and other opportunities through Society-sponsored state geographic alliances (consortia of classroom teachers, professional geographers, and collegiate educators working to improve the teaching of geography).

National Geographic Society also publishes a range of educational materials -- maps, atlases, globes, books, films, videos, filmstrips, software, other innovative educational technologies -- which teachers can use to support their geography teaching.

The National Geographic Society employs a number of institutional controls to ensure that its products and services meet high educational standards and adhere to widely accepted educational philosophies. NGS relies on an extensive network of consultants to keep the Society abreast of current educational practices and pertinent literature. NSG also applies controls such as reviews of literature, interviews with members of the target audience, on-site observations, and user surveys to verify the effectiveness and integrity of products and services. Teams of advisors assisted in the development of the Teaching Geography Project, including academic geographers, experienced elementary and secondary school teachers, university education faculty members and education theorists, content curriculum specialists, instructional material specialists, and evaluators.

The Teaching Geography Project is delivered through a combination of materials, inservice instruction, and support mechanisms with both broad and specific applications. As part of a long-term, nationwide campaign by the National Geographic Society to enhance the status and effectiveness of geographic education, the Teaching Geography Project is coordinated with a number of other components of the NGS Geography Education Program.

Teaching Geography workshop sessions use a basic framework of geography content and classroom-tested teaching stategies that can be tailored to the specific curricular needs of a state or school district. These are (typically) one-day workshops, combining short content presentations by professional geographers, with guided practice in hands-on teaching activity ideas by Teaching Geography teacher-consultants, who are exemplary graduates of NGS-sponsored geography institutes.

A key support service of the Teaching Geography Project is offered by access to NGS-sponsored state geographic alliances. These partnerships of classroom teachers, professional geographers, and other educators provide ongoing opportunities for instructors to contribute to the understanding of geography and how it is most effectively taught. Alliances maintain networking mechanisms -- such as state newsletters, hold meetings and workshops intended to assist educators in enhancing their teaching of geography, develop teaching materials for use in state and local curricula, and conduct Geography Education Program-approved summer geography institutes. These intensive, multi-week institutes provide instruction in geography content, in proven teaching strategies, and in effective inservice presentation methods. Geographic alliances often take advocacy roles in the advancement of geographic education in state and local curricula. (In states where NGS-sponsored alliances do not yet exist, participants in Teaching Geography Project workshops are referred to geographers and teachers who are active in geographic-education enhancement efforts.)

Effectiveness Use of Teaching Geography Project materials and services leads to positive changes in teachers' understanding of geographic content, of strategies to teach geography, and to increased confidence in teachers' abilities to teach the subject. Preliminary evaluative results indicate that teachers who have been trained to use the core content, methods, and materials show a change in performance and attitude that should have a positive influence on geographic learning among students in the classroom. In post-activity evaluations on both pilot programs and geography institutes, teachers were found to be better prepared in their mastery of geographic content and effective teaching strategies, more enthusiastic about teaching geography, and more confident of themselves as teachers.

Costs Costs vary for the different components of the Teaching Geography Project. The handbook, A Model for Action, costs $15 (in 1990), plus postage and handling. Most of the recommended teaching activities in the handbook can be carried out using standard, readily available classroom supplies. Other optional materials vary in cost. Teaching Geography workshop fees depend on the number of attendees and on cost-sharing arrangements with state facilitators. Access to NGS Geography Education Program informational services is free; membership in NGS-sponsored state summer institutes is competitive, and these institutes vary in their participation benefits and/or costs.

Services Teaching Geography Project awareness materials are available at no cost, as are Geography Education Program informational materials. Project staff or certified representatives are available to attend limited numbers of awareness conferences (costs to be negotiated). Teaching Geography workshop training is conducted at adopter sites (costs to be negotiated). NGS-sponsored geographic alliances offer additional inservice training opportunities, alliance teacher-generated, state-specific curriculum materials, networking mechanisms, and multi-week Summer Geography Institute training, conducted at various university sites across the country.

Contact **Mark H. Bockenhauer, Teaching Geography Project Coordinator, or charles Sterling, Project Associate, Geography Education Program, National Geographic Society, 17th and M Street N.W., Washington, DC 20036. (202) 775-6581**

Developmental funding: National Geographic Society

JDRP No. 87-14 (5/15/87)

The National Faculty's "National Teaching Project". A dissemination process project of discipline-based inservice education for teachers in elementary and secondary schools.

Audience Approved by JDRP for all elementary and secondary schools.

Description The National Faculty's mission is to improve the teaching of the humanities, arts and sciences in elementary and secondary schools through a process of inservice education by which school teachers and college professors work together on the disciplines they teach. The National Faculty builds an internal school structure to permit both the collaboration of the teachers with national scholars and of the school with nearby colleges and universities. Each project gives a school the chance to implement a systematic method for improving discipline-based instruction and to utilize the resources of the nation's only national faculty. This faculty -- comprised of about 400 scholars and teachers from almost as many colleges and universities throughout the country -- is a unique feature of the dissemination process.

The National Faculty disseminates both a philosophy and a process. Although each project is tailor-made for an individual school setting, a common pattern of activities is developed at each sit. These activities include the identification of a core group of teachers that is fashioned into a collegial unit; development of a detailed project plan which is implemented over a period of time, ideally two or three years; a succession of two-day visits on site during the school year from college and university teachers who are members of the National Faculty; participation in summer institutes; sustained attention to subject matter and to the primary texts and concepts of specific disciplines; the collaboration with faculty from local colleges; and an emphasis on local ownership of the project by the teachers, with plans for continuing and expanding its impact. Although projects are managed by the National Faculty staff, over time they become self-generating and self-directed. They add to teachers' academic resources and cultivate a spirit of openness and professionalism.

Selection Process The process disseminated by the National Faculty has been selected using criteria developed over the last two decades. Through a process of trial and error the following criteria have evolved: projects are conducted on site; a project team is formed; a project plan is developed based on an assessment of the school's academic needs; a project usually lasts at least two years and includes a summer institute between the first and second years of implementation.

Delivery System A typical project framework involves a variety of inter-connected components which must be developed and monitored for the duration of the project. These include: initial contact; application and contract for planning; planning phase; project development and activities; and monitoring and evaluation.

Effectiveness National Faculty projects have been established in almost every education setting, including rural, urban, suburban, rich and poor, and for minorities of nearly every ethnic group. Because of the flexibility of the process and the extensive membership of the National Faculty, there is no limit to the number of projects which can be developed. The major accomplishment of the process has been its beneficial effect on teachers, resulting in multiple changes: changes in teachers' attitudes about teaching; changes in understanding the subjects they teach; changes in their professional relations with their colleagues; and changes in the institutional arrangements with which they work at school and through collaboration with nearby colleges. At the heart of this renewal process is a change in what teachers expect of intellectual inquiry, academic colloquy, and professional esteem, all of which leads to more effective teaching. All of these results have been documented in numerous qualitative evaluation studies conducted throughout the life of the National Faculty.

Available Options National Faculty projects cover all disciplines and can take the format of multi-year projects, a series of summer institutes, and collaboration between college or university faculty and teachers.

Costs Project costs are recurring, and vary greatly according to determined needs. A project may begin with several months of planning for as little as $10,000, which can lead to the development of a project of any size. A small project in a school district including 3 or 4 schools may cost $90,000 over two years. A larger project involving many schools may cost $600,000 over three years, with similarly distributed cost categories.

Services Awareness materials are available at no cost. All training services are available and costs are negotiable.

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Developmental Funding: National Endowment for the Humanities JDRP No. 87-19 (5/15/87)

SECTION P:
Projects with Services No Longer Available

APPROVED PROJECTS WITH LIMITED AVAILABILITY

The projects listed below were approved by the Joint Dissemination Riew Panel. They have performed exemplary work in improving education, but their availability is restricted or services are no longer available.

Added Dimensions
Lakewood, Colorado
JDRP Approval: 5/15/75
JDRP Number: 75-46

A.D.V.A.N.C.E.
Salem, New Jersey
JDRP Approval: 6/15/83
JDRP Number: 83-43

Akron Follow Through: Project Self
(Selected Educational Learning Fundamentals)
Akron, Ohio
JDRP Approval: 9/12/77
JDRP Number: 77-155

Alternative Learning Project
Providence, Rhode Iland
JDRP Approval: 6/6/74
JDRP Number: 74-86

ACIL
Mesa, Arizona
JDRP Approval: 10/4/76
JDRP Number: 74-96

APEC: America's Possible Energy Choices
Rokford, Illinois
JDRP Approval: 8/18/80
JDRP Number: 80-18

Aprendemos En Dos Idiomas:
Title VII Bilingual Program
Corpus Christi, Texas
JDRP Approval: 6/27/75
JDRP Number: 75-56

BASE:
Bilingual Alternative for Secondary Education
Miami, Florida
JDRP Approval: 4/21/82
JDRP Number: 82-1

Baptist Hill Kindergarten
Greenville, Alabama
JDRP Approval: 10/18/74
JDRP Number: 74-102

Boulder Valley Public Schools Follow
Boulder, Colorado
JDRP Approval: 4/22/81
JDRP Number: 77-156b
recertified (9/85)

Calculator Math
Central Square, New York
JDRP Approval: 3/28/83
JDRP Number: 83-36

CAM: Demonstration Evaluation Center
Hopkins, Minnesota
JDRP Approval: 3/15/85
JDRP Number: 81-31

Cambridge Follow Through
Cambridge, Massachusetts
JDRP Approval: 4/24/82
JDRP Number: 77-156f

CARE:
Correlating Art and Reading Essentials
Tallahassee, Florida
JDRP Approval: 1/20/82
JDRP Number: 81-49

Career Education Resource Center Program
Washington, D.C.
JDRP Approval: 4/22/80
JDRP Number: 80-4

Career Intern Program
Philadelphia, Pennsylvania
JDRP Approval: 6/1/66
JDRP Number: 77-119

Career Planning Support System (CPSS)
Columbus, Ohio
JDRP Approvial: 5/23/80
JDRP Number: 80-5

CATCH-UP—KEEP-UP
Tucson, Arizona
JDRP Approval: 12/16/74
JDRP Number: 74-120

CDCC: Career Development Centered
Coloma, Michigan
JDRP Approval: 3/16/78
JDRP Number: 78-168

C.E.N.T.$.
(Creative Economic Notions for Teachers and Students)
Columbia, South Carolina
JDRP Approval: 5/26/82
JDRP Number: 82-30

Chance for Every CHild
Warren, Michigan
JDRP Approval: 7/1/76
JDRP Number: 76-89

CHAPTER I, ECIA PRESCHOOL
Bessemer, Alabama
JDRP Approval: 4/4-5/73
JDRP Number: 73-26

CHAPEL HILL Model
Chapel Hill, North Carolina
JDRP Approval: 2/8/83
JDRP Number: 75-73R

Chapter 1 Reading, Grads 2-6
Fort Dodge, Iowa
JDRP Approval: 4/17/79
JDRP Number: 79-13

Cherokee Follow Through
Cherokee, North Carolina
JDRP Approval: 2/13/81
JDRP Number: 80-50e

CHILD
Geneseo, New York
JDRP Approval: 4/9/73
JDRP Number: 73-23

Child Development Center
Huntington Beach, California
JDRP Approval: 5/23/79
JDRP Number: 79-21

Child Study Center (CSC)
St. Petersburg, Florida
JDRP Approval: 2/6/74
JDRP Number: 74-116

Classroom Intervention
Seattle, Washington
JDRP Approval: 11/10/75
JDRP Number: 75-77

Classroom Team Approach
Westminster, Colorado
JDRP Approval: 12/16/74
JDRP Number: 74-122

Communication Arts and Science Training (CAST)
Union, New Jersey
JDRP Approval: 12/5/80
JDRP Number: 80-34

Clinch Powell Educational Cooperative
Tazewell, Tennessee
JDRP Approval: 2/25/77
JDRP Number: 77-108

Community School 6 Bronx Follow Through
Bronx, New York
JDRP APproval: 4/15/81
JDRP Number: 77-102b

Community School 77 Bronx
Bronx, New York
JDRP Approval: 8/24/77
JDRP Number: 77-135

Comprehensive Foundation Studies
Program for the High Risk Student
Charleston, South Carolina
JDRP Approval: 7/23/81
JDRP Number: 81-17

Comprehensive Program for Handicapped Preschool Children and Their Families in Rural and Non-Urban Areas
Fargo, North Dakota
JDRP Approval: 11/7/79
JDRP Number: 79-35

Comprehensive Training Program for Infant and Young Cerebral Palsied Children
Wauwatosa, Wisconsin
JDRP Approval: 9/3/75
JDRP Number: 75-62

Computerized Pupil Attendance
Russell, Kentucky
JDRP Approval: 5/18/81
JDRP Number: 81-1

Computer Literacy Project
Alma, Arkansas
JDRP Approval: 3/29/83
JDRP Number: 83-38

Computeronics
Tallahassee, Florida
JDRP Approval: 12/23/80
JDRP Number: 80-39

Confluence of Cultures
Alice, Texas
JDRP Approval: 6/27/75
JDRP Number: 75-56

Contract Learning for Educable Mentally Retarded Students
Grand Rapids, Michigan
JDRP Approval: 1/21/75
JDRP Number: 75-11

Corpus Christi Follow Through
Corpus Christi, Texas
JDRP Approval: 9/1/77
JDRP Number: 77-140

CRAM: Compensatory Reading and Mathematics Program
Winchester, Virginia
JDRP Approval: 5/23/79
JDRP Number: 79-16

Criterion Reading Instruction Project (CRIP)
Linden, New Jersey
JDRP Approval: 4/9/73
JDRP Number: 73-32

Cross-Aged Structured Tutoring Program for Math
Boise, Idaho
JDRP Approval: 3/17/83
JDRP Number: 83-20

Cross-Aged Structured Tutoring Program for Reading
Boise, Idaho
JDRP Approval: 3/17/83
JDRP Number: 83-20

CUE: Computer Utilization in Education
Central Square, New York
JDRP Approval: 3/28/83
JDRP Number: 83-36

Curriculum/Modification Through Env. Studies
Jensen Beach, Florida
JDRP Approval: 12/18/75
JDRP Number: 75-78

Dale Avenue Early Childhood Education Project
Cape May, New Jersey
JDRP Approval: 4/16/73
JDRP Number: 13

DEBT
Lubbock, Texas
JDRP Approval: 10/21/80
JDRP Number: 80-28

DeKalb County Follow Through:
A Direct Instructional Model
Smithville, Tennessee
JDRP Approval: 12/29/80
JDRP Number: 80-50a

Des Moines Plan Project
Des Moines, Iowa
JDRP Approval: 2/11/81
JDRP Number: 80-56

Developing Models for Special Education (DMSE)
Monticello, Florida
JDRP Approval: 3/16/79
JDRP Number: 79-6

Directory of Representative Work Education Program, 1972-73
Washington, D.C.
JDRP Approval: 6/21/73
JDRP Number: 49

Duval Consumer Education Curriculum
Jacksonville, Florida
JDRP Approval: 4/14/81
JDRP Number: 80-44

Discovery
Red Oak, Iowa
JDRP Approval: 3/15/78
JDRP Number: 78-121

Early Childhood Education—All Day Kindergarten
Cincinnati, Ohio
JDRP Approval: 2/26/74
JDRP Number: 74-16

East St. Louis Follow Through
East St. Louis, Illinois
JDRP Approval: 9/6/77
JDRP Number: 77-144

ECOS: Training Institute
Yorktown Heights, New York
JDRP Approval: 5/14/74
JDRP Number: 74-59

ESSP
New Brunswick, New Jersey
JDRP Approval: 5/14/74
JDRP Number: 74-56

Elementary Metric Project
Bismarck, North Dakota
JDRP Approval: 3/16/78
JDRP Number: 78-162

Elmira Follow Through Project
Elmira, New York
JDRP Approval: 4/21/81
JDRP Number: 77-156d

Emerge: The Shop
Dayton, Ohio
JDRP Approval: 9/22/75
JDRP Number: 75-1

Engineered Classroom Behaviorally Maladjusted
Papillion, Nebraska
JDRP Approval: 6/6/74
JDRP Number: 74-84

Every Student Every Day
Morgan City, Louisiana
JDRP Approval: 11/27/78
JDRP Number: 78-198
Recertified (11/84)

Experienced Based Career Education (EBCE)--
Appalachia Education Laboratory
Charleston, West Virginia
JDRP Approval: 5/7/75
JDRP Number: 75-22

Experience Based Career Education (EBCE)
Fond du Lac, Wisconsin
JDRP Approval: 9/27/79
JDRP Number: 79-4

Experience Based Career Education
(EBCE) (NWREL)
Portland, Oregon
JDRP Approval: 5/7/75
JDRP Number: 75-22

Experience Based Career Education (EBCE)
(RBS)
Philadelphia, Pennsylvania
JDRP Approval: 5/7/75
JDRP Number: 75-22

Expressive Writing in School
Fairfax, California
JDRP Approval: 2/25/83
JDRP Number: 83-11

Fail Save Continuum of Services
for Learning Disabled Students
Albuquerque, New Mexico
JDRP Approved: 9/22/75
JDRP Number: 75-1

FAR (Freshman Attrition Reduction)
Dover, Delaware
JDRP Approval: 9/11/81
JDRP Number: 81-86

FAST: Functional Analysis Systems Training
Essexville, Michigan
JDRP Approval: 1/15/75
JDRP Number: 75-4

FASTT, Family and School Teaching Together
Tallahassee, Florida
JDRP Approval: 11/19/81
JDRP Number: 81-38

FEED: Facilitative Environment
Encouraging Development
Bloomington, Indiana
JDRP Approval: 7/11/80
JDRP Number: 80-12

First Calculating and Reading Quest
Oglala, South Dakota
JDRP Approval: 4/4-5/73
JDRP Number: 73-27

Flagstaff Remedial Reading Program (Title I)
Flagstaff, Arizona
JDRP Approval: 4/4-5/73
JDRP Number: 73-31

FLIT: Functional Literacy
Alexandria, Virginia
JDRP Approval: 3/25/74
JDRP Number: 74-22

Florida Migratory Child Compensatory Program--Language Arts Tutorial Program
Tallahassee, Florida
JDRP Approval: 4/9/73
JDRP Number: 73-21

Follow Through Nongraded Learning Model:
New York, New York
JDRP Approval: 10/17/80
JDRP Number: 80-27

Follow Through-Portageville Unit
Portageville, missouri
JDRP Approval: 4/4-5/73
JDRP Number: 73-25a

FREESTYLE
Downey, California
JDRP Approval: 7/11/80
JDRP Number: 80-10

Glassboro Right-To-Read Project
Glassboro, New Jersey
JDRP Approval: 9/18/74
JDRP Number: 74-93

Good Samaritan
Portland, Oregon
JDRP Approval: 6/11/81
JDRP Number: 81-12

Hawaii Basic Skills Remediation Project
Hilo, Hawaii
JDRP Approval: 10/18/74
JDRP Number: 74-108

Hawaii English Program (HEP)
Honolulu, Hawaii
JDRP Approval: 4/29/74
JDRP Number: 74-21

HEAR: Human Educational Awareness Resource
Princeton, New Jersey
JDRP Approval: 5/31/78
JDRP number: 78-185

HEP/Project ALOHA
(Allowing Learners Optimum
Human Attainment)
San Jose, California
JDRP Approval: 4/2-9/74
JDRP Number: 74-28

HIT: High Intensity Tutoring
Highland Park, Michigan
JDRP Approval: 1/8/74
JDRP Number: 74-9

Home Start
Waterloo, Iowa
JDRP Approval: 1/21/75
JDRP Number: 75-9

Houston Bilingual Program
Houston, Texas
JDRP Approval: 6/24/75
JDRP Number: 75-52

Individualized Computer Assisted Remedial Reading Program (I CARE)
Schuykill Haven, Pennsylvania
JDRP Approval: 5/19/82
JDRP Number: 82-24

I-C-E (Instruction-Curriculum-Environment)
Green Bay, Wisconsin
JDRP Approval: 5/14/75
JDRP Number: 75-39

IDEA (A Program for Heading Imparied Infants)
Campbell, California
JDRP Approval: 5/14/75
JDRP Number: 75-44

Improvement of Basic Reading Skills
Sylacauga, Alabama
JDRP Approval: 10/18/74
JDRP Number: 74-109

Improving Achievement
Logan, Utah
JDRP Approval: 2/25/75
JDRP Number: 75-110

Indianapolis Follow Through Project
Indianapolis, Indiana
JDRP Approval: 8/17/77
JDRP Number: 77-120

ISCOM
Miami, Florida
JDRP Approval: 3/14/83
JDRP Number: 81-19

INSTRUCT
Upper Arlington, Ohio
JDRP Approval: 5/14/75
JDRP Number: 75-37

Interactive Curricular Experience
Panama City, FLorida
JDRP Approval: 4/22/80
JDRP Number: 80-3

IRIT: Intensive Reading Instructional Teams
Hartford, Connecticut
JDRP Approval: 2/20/74
JDRP Number: 74-11

Kansas City Follow Through Project
Kansas City, Missouri
JDRP Approval: 8/22/77
JDRP Number: 77-130
Recertified (8/85)

KARE
Erdenheim, Pennsylvania
JDRP Approval: 5/14/75
JDRP number: 75-40

Learning Disabilities
Early Identification and Intervention
New Orleans, Louisiana
JDRP Approval: 4/19/73
JDRP Number: 80-43

Learning for Life
Boston, Massachusetts
JDRP Approval: 12/23/80
JDRP number: 80-43

Learning to Read by Reading
Jamestown, California
JDRP Approval: 4/29/74
JDRP Number: 74-37
Recertified 2-85

Lee County Follow Through:
Mathamagenic Activities Program (MAP)
Jonesville, Virginia
JDRP Approval: 2/2/81
JDRP Number: 81-51d

LEM: Learning Experience Module
Hackensack, New Jersey
JDRP Approval: 4/9/73
JDRP Number: 73-40

Lincoln County
Exemplary Project in Career Education
Hamlin, West Virginia
JDRP Approval: 12/13/73
JDRP Number: 73-2

Living Independence Training
Wheat Ridge, Colorado
JDRP Approval: 1/24/84
JDRP Number: 84-53

Macomb O-3 Regional Project
Macomb, Illinois
JDRP Approval: 6/17/80
JDRP Number: 80-8

MATCH
Ontario, California
JDRP Approval: 3/16/78
JDRP Number: 78-167

Math Laboratories for Disadvantaged Students
Honea Path, South Carolina
JDRP Approval: 7/13/76
JDRP Number: 76-

Matteson Four-Dimensional Reading Program
Matteson, Illinois
JDRP Approval: 2/25/77
JDRP Number: 77-109

Media Now
Red Oak, Iowa
JDRP Approval: 5/13/75
JDRP Number: 75-34

Medical Insurance: A Procedure for Instituting a Cost-Effective Program
Piscataway, New Jersey
JDRP Approval: 9/3/80
JDRP Number: 80-14

Metrics Made Easy
Huntington Beach, California
JDRP Approval: 7/11/79
JDRP Number: 79-31

Micro-Math
San Francisco, California
JDRP Approval: 3/17/83
JDRP Number: 83-31

Model Learning Disabilities System (MLDS)
University Park, Pennsylvania
JDRP Approval: 3/23/77
JDRP Number: 77-110

Muscogee Health Project
Columbus, Georgia
JDRP Approval: 11/19/81
JDRP Number: 81-32

National Migrant Interstate Project
Little Rock, Arkansas
JDRP Approval: 4/9/73
JDRP Number: 73-24

New Adventure in Learning: (NAIL)
Tallahassee, Florida
JDRP Approval: 5/23/74
JDRP Number: 74-71

New Jersey Writing Project
Monmouth Junction, New Jersey
JDRP Approval: 5/24/79
JDRP Number: 79-19

Nichols Avenue Follow THrough
Washington, D.C.
JDRP Approval: 12/29/80
JDRP Number: 80-50c
Northern Cheyenne Follow Through
Lame Deer, Montana
JDRP Approval: 9/9/77
JDRP Number: 77-151

Oakland Follow Through
Oakland, California
JDRP Approval: 9/9/77
JDRP Number: 77-150

Occupational and Career Development
Marietta, Georgia
JDRP Approval: 1/18/74
JDRP Number: 74-7

Opening the Doors
Princeton, New Jersey
JDRP Approval: 12/9/80
JDRP Number: 80-36

PA: Project Advocate -- Northwestern Illinois Association
DeKalb, Illinois
JDRP Approval: 7/23/75
JDRP Number: 75-61

Packets to Assist Literacy
Chipley, Florida
JDRP Approval: 12/18/81
JDRP Number: 81-43

PAL: Public Advancing In Learning
Denver, Colorado
JDRP Approval: 4/4-5/73
JDRP Number: 73-33

Parents Readiness Education Project (PREP)
Redford, Michigan
JDRP Approval: 5/9/74
JDRP Number: 74-51

PEGASUS: Personalized Educational Growth and Achivement with Selective Utilization of Staff
Princeton, Illinois
JDRP Approval:
JDRP Number: 1

Philadelphia Follow Through (BARC)
Philadelphia, Pennsylvania
JDRP Approval: 9/1/77
JDRP Number: 77-143

PECP
VIenna, West Virginia
JDRP Approval: 9/26/79
JDRP Number: 79-37

Pickens County Follow Through
Jasper, Geogia
JDRP Approval: 2/2/81
JDRP Number: 80-51b

Pilot Project for Articulatory Disordered Children
Burlington, Iowa
JDRP Approval: 12/6/74
JDRP Number: 74-117

Pocatello Follow Through: (MAP)
Pocatello, Idaho
JDRP Approval: 2/2/81
JDRP Number: 80-51a

Pre-Algebra Development Centers
Chicago, Illinois
JDRP Approval: 5/13/75
JDRP Number: 75-33

Pre-Kindergarten Prescriptive Teaching Program for Learning Disabled Children
Fargo, North Dakota
JDRP Approval: 2/25/75
JDRP Number: 75-12

PRIDE
Yeadon, Pennsylvania
JDRP Approval: 9/12/79
JDRP Number: 79-20

PRIOR
Fort Collins, Colorado
JDRP Approval: 5/30/79
JDRP Number: 79-24

Program for Early Education of Children with Handicaps
Wichita Falls, Texas
JDRP Approval: 7/10/79
JDRP Number: 79-30

Project for the Severely Handicapped Child
Miami, Florida
JDRP Approval: 12/4/79
JDRP Number: 79-29

Project Management Basic Principles and Techniques
Pine Hill, New Jersey
JDRP Approval: 5/14/75
JDRP Number: 75-44

Psychomotor Learnings for Academic Yields (PLAY)
Bristol, Virginia
JDRP Approval: 4/22/80
JDRP Number: 79-38

Public School 33 Manhattan Follow Through
New York, New York
JDRP Approval: 2/4/81
JDRP Number: 80-48

Public Shcool 92 Manhattan Follow Through
New York, New York
JDRP Approval: 2/4/81
JDRP Number: 77-123b

Pupil Transportation: A Procedure for Co-operative Purchase of Special Education Services
Piscataway, New Jersey
JDRP Approval: 9/3/80
JDRP Number: 80-15

R-3: Readiness, Relevancy and Reinforcement
San Jose, California
JDRP Approval: 2/20/74
JDRP Number: 74-13

Randolph County Follow Through
Elkins, West Virginia
JDRP Approval: 3/2/81
JDRP Number: 81-149b

READ
Pittsburgh, Pennsylvania
JDRP Approval: 4/29/74
JDRP Number: 74-30

Reading Improvement Program—Secondary Schools Reading Laboratory
Parkerburg, West Virginia
JDRP Approval: 7/1/76
JDRP Number: 76-84

Reading Improvement
Burgaw, North Carolina
JDRP Approval: 10/18/74
JDRP Number: 74-103

Reading-Individualized Remedial Laboratories/Math
Albany, Georgia
JDRP Approval: 10/18/74
JDRP Number: 74-107

REAL: A program providing comprehensive services for low income children and their families
Lebanon, New Hampshire
JDRP Approval: 9/12/77
JDRP Number: 77-154

Re-Ed School of Kentucky
Louisville, Kentucky
JDRP Approval: 4/9/73
JDRP Number: 73-39

RIPPS
Portsmouth, Rhode Island
JDRP Approval: 12/16/74
JDRP Number: 74-124

Richmond Follow Through
Richmond, Virginia
JDRP Approval:
JDRP Number: 77-146

Right To Read: Wilson Jr. High School
San Diego, California
JDRP Approval: 3/25/74
JDRP Number: 74-21

Rose F. Kennedy Center
Bronx, New York
JDRP Approval: 3/25/82
JDRP Number: 82-3

St. Paul Open School
St. Paul, Minnesota
JDRP Approval: 6/6/74
JDRP Number: 74-85

San Diego City Schools Follow Through
San Diego, California
JDRP Approval: 2/13/81
JDRP Number: 81-50g
Recertified (6/85)

SCAT
Kissimmee, Florida
JDRP Approval: 12/23/80
JDRP Number: 80-45

School Volunteer Development Project
Miami, Florida
JDRP Approval: 12/18/75
JDRP Number: 75-79

SCORE
South San Francisco, California
JDRP Approval: 12/22/80
JDRP Number: 80-42

St. John Valley Bilingual Educaiton Program
Madawaska, Maine
JDRP Approval: 6/24/75
JDRP Number: 75-54

SDR: Systems Directed Reading
Richardson, Texas
JDRP Approval: 6/6/74
JDRP Number: 74-83

Secondary Credit Exchange Program
Sunnyside, Washington
JDRP Approval: 4/17/77
JDRP Number: 77-113

Senior Elective Program
Rumsson, New Jersey
JDRP Approval: 9/18/74
JDRP Number: 74-91

SHARE Project
Tucson, Arizona
JDRP Approval: 5/12/75
JDRP Number: 75-31

SIGMA: System for Individually Guiding Mastery Attainment
San Diego, California
JDRP Approval: 5/8/79
JDRP Number: 79-17

Slice of Life
Sunnyvale, California
JDRP Approval: 10/21/83
JDRP Number: 83-46

SMART (Success in Mathematics Through Arural Reading Techniques)
Daytona Beach, Florida
JDRP Approval: 12/6/74
JDRP Number: 74-90

South Douglas County
Early Childhood Education Project
Myrtle Creek, Oregon
JDRP Approval: 4/29/75
JDRP Number: 75-113

Special Education Preschool Program
Minneapolis, Minnesota
JDRP Approval: 9/3/75
JDRP Number: 75-65

Success Environment
Atlanta, Georgia
JDRP Approval: 4/4-5/73
JDRP Number: 73-5

Success for the SLD Child
Wayne, Nebraska
JDRP Approval: 4/9/73
JDRP Number: 73-14

Talent Development
Miami, Florida
JDRP Approval: 9/22/75
JDRP Number: 75-70

Title I Remedial Reading Program
Fort Lauderdale, Florida
JDRP Approval: 8/21/74
JDRP Number: 74-89

Topeka Outdoor-Environmental Educaiton Project
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JDRP Number: 75-15

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JDRP Number: 81-11

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JDRP Number: 77-139

UCLA Allied Health Professions Publication
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JDRP Number: 73-1

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JDRP Number: 74-121

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Weeksville School/Bank Street College Follow Through
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JDRP Number: 77-156

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JDRP Number: 83-2

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